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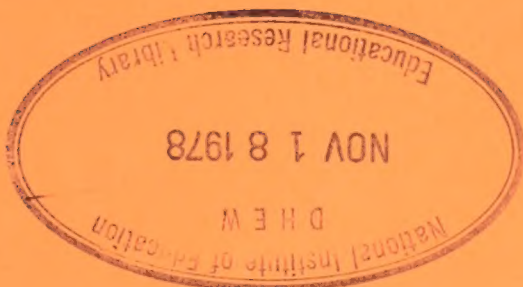
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TEACHING THE DISADVANTAGED-SUMMER
INSTITUTES FOR PROFESSIONAL TRAINING
OF TEACHERS, SUPERVISORS AND ADMINISTRATORS

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I. Introduction

The education of the disadvantaged child is regarded by many specialists in the field of urban problems as the most promising escape route these children have from the whirlpool of poverty and social disruption that is already submerging so many of our unskilled urban population. Recognizing education's paramount importance, the Federal government has recently sponsored a variety of programs designed to upgrade the educational opportunities of the disadvantaged. The Summer Institutes for Teachers of the Disadvantaged, held in New York City between July 1 and August 26, 1966, represents one such Federal effort.

The critical need for this type of program in New York is all too clear. As of 1966, approximately 1 out of 4 of the city's school population (public and non-public) could be classified as disadvantaged. Moreover, all projections of population movements would indicate that this proportion will continue to rise in the immediate future.

For some years now it has been recognized by educators that the disadvantaged child presents a quite different task to the teacher than children from economically and culturally advantaged backgrounds, and that new pedagogical understandings and techniques must be employed to meet this challenge. While there is a long way to go in the development of such approaches, experience with, and research on, the disadvantaged over the last decade has provided the basis for at least the beginning of a large scale applied program for more effectively reaching these children in a school setting. The task now before us is to disseminate as rapidly as possible to the teacher in the classroom the new insights, curricula, methods, organizational devices, etc., which have been found to be of value in the educating of the disadvantaged child.

As the pioneer effort of the New York City Board of Education in the large scale training of teachers of the disadvantaged, the program of the 1966 Summer Institutes deserves particular attention. The value of future programs of this type will be considerably enhanced if we are able to apply to them insights gained from this first effort. And, in view of the rapidly growing numbers of disadvantaged children in the city's schools, it is incumbent upon us to bring a program for teachers of these pupils to peak efficiency as quickly as possible.

As with many of the 1966 anti-poverty programs, problems of funding delayed the start of the 1966 Summer Institutes' organizational activities months beyond any reasonable date. In fact, it was not until mid-May, only one and a half months prior to opening session at the Institutes, that the director was given the assignment of organizing the program. In that one and a half month period he was faced with the task of finding ten center directors, arranging for the use of a like number of junior high school facilities, recruiting several thousand participants for the program, obtaining vitae from the potential instructional staff, selecting and arranging for the delivery of curriculum and resource materials for the centers, and keeping track of the thousand and one details associated with so massive an enterprise. That the program was able to get underway as scheduled on July 1st, is nothing less than incredible--and a tribute to the intensive efforts and the organization skills of the program director and other Institute personnel. Likewise, it would have been surprising if this altogether impossible schedule had not resulted in some weaknesses of program and execution. In our assessment of the Summer Institutes, we have tried to keep these pressures of time in mind, and trust the reader will do so as well.

Whatever success we have had in conducting this evaluation is due in large part to the excellent assistance of many members of the staff of the Center for Urban Education who contributed in one way or another to this project. Dr. Nathan Brown, Associate Director, Educational Practices Division, was most helpful in establishing optimum operating conditions in the face of severe pressures of time. The Research Coordinator, Mr. Joseph Krevisky, instantly provided needed personnel, and Mr. George Weinberg acted as a most effective liaison with personnel at the Institutes and at the Board of Education.

In addition to personal observations of the Institutes made by members of the Center's staff, the project was fortunate in having the benefit of an intensive personal evaluation of the operations of the centers by Mrs. Evelyn Farrar, who has had long experience in a supervisory role in the New York City school system. Among the many people who contributed to the important detailed chores of the research, special mention should be given to Miss Karla Shepard and Miss Helene Levens who worked closely with the research director throughout the course of the project.

Finally, the writer would like to particularly acknowledge the excellent cooperation extended to him by Mr. Samuel Polatnick, the director of the Summer Institutes, the center directors and their staffs, and the participants in the Institutes. In spite of the several interruptions to their program caused by our data collection activities and despite the unhappy connotations of the word "evaluation," the fine spirit of helpfulness we encountered at every level made our task a much easier and pleasanter one than it might have been. For this, our deepest thanks.

II. A. Objectives of the Program

The basic objective of the Summer Institutes for Teachers of the Disadvantaged was, "to improve the quality of instruction in public and non-public schools in disadvantaged areas of New York City (by providing) for the training of teachers, supervisors and administrators currently teaching or preparing to teach disadvantaged students in grades 1 through 8."¹

More specifically, the Summer Institutes set out to achieve three major objectives:

1. To acquaint the participants with the nature of the disadvantaged child, his environmental background and his specific needs.
2. To introduce the participants to new curricula, organizations, materials and electronic devices that would be useful in teaching the disadvantaged, and
3. To help the participant develop a personal sensitivity to the disadvantaged child and a sense of confidence in dealing with him in a classroom situation.

The program for the Summer Institutes was organized around four subject areas: a) English, b) History and Social Studies, c) Urban Living, and d) Mathematics and Science.

Between July 1 and August 26, 1966, courses in each of these subjects were concurrently offered for a two week session in each of ten centers housed in schools throughout the city. Provision was made for a total of

¹Teaching the Disadvantaged-Summer Institutes for Professional Training of Teachers, Supervisors and Administrators, p. 2, 1966 Proposal submitted by the New York City Board of Education, Office of the Deputy Superintendent, Instruction and Curriculum.

50 participants in each course or 200 per center for each session. Both public school and non-public school teachers were eligible to take part in the program and each participant received a stipend of \$75 a week plus \$15 for each dependent.

A participant could sign up for one, two, three or all four sessions, taking a new course each cycle. Altogether, a total of approximately 3,300 teachers, supervisors and administrators enrolled in the program for a median of about two courses apiece. Priority for enrollment at the Institutes was given to those who currently teach disadvantaged children or plan to do so in the near future. Apart from these priorities, enrollments were made on a first-come, first-serve basis as applications were received.

The Institutes' instructional staffs were selected from among approximately 5,000 applications received for these positions. The director of the Institutes screened all applications and selected the Center directors. Together, the Institute and Center directors then chose a head instructor and three assistant instructors for each course, and a Center materials coordinator and secretarial staff. Although pressures of time did not allow for personal interviews with prospective staff members before they were hired, the instructional staff was selected on the basis of extensive experience in working with the disadvantaged.

Normally, the participants attended a lecture or a discussion group from 9A.M. to 12-noon and from 1 P.M. to 3 P.M., engaged in independent library and research activities, although some Centers introduced variations into this pattern. In the smaller group discussion, a workshop format was usually employed to encourage maximum participation.

Each participant was provided with a basic kit of three books² and reading instruction materials. In addition, each instructor distributed to his group materials developed especially for the Institute program. Finally, at each Center a library was established containing a specially prepared set of books and materials on the disadvantaged.

B. Objectives of the Evaluation

The word "partial" in the title of this report is intended to indicate an incompleteness in two senses. First, because of the timing of the research in relation to the project, we were unable to set up a full scale study design for this kind of evaluation.³ And, second, it is recognized by all concerned that an estimate of whether or not the work at the Summer Institutes really "paid off" can be made only in the classrooms of those who participated in the program. For unless the participants are able to translate the understandings and techniques learned at the Institutes into their everyday classroom activities, the goals of the program will remain unrealized.⁴

With these qualifications in mind, the four objectives of this evaluation may be stated as follows:

²Loretan, Joseph E. and Umans, Shelley. Teaching the Disadvantaged, Teachers College Press, Columbia University, New York, 1966.

Passow, A. Harry. Education in Depressed Areas, Bureau of Publications, Teachers College, New York, 1963.

Barnes, Jerome. The Process of Education, Cambridge, Harvard University Press, 1960.

Middlemans, Virginia. Let's Look at First Graders, Instructional Kit, published by Educational Testing Service for the New York City Board of Education, Revised Edition, 1965.

³c.f. Discussion on study design below.

⁴A follow-up study is planned for the 1966-67 school year.

1. To measure the immediate impact of the Institute experience on teacher attitudes towards the disadvantaged child.
2. To obtain a self-estimate of the participant's own greater readiness to teach the disadvantaged child as a result of her Institute experience.
3. To elicit reactions of the participants and staff to various aspects of the Institutes' program and facilities, and
4. To make recommendations for change, based on these reactions.

III. Research Design and Methods.

The evaluation of the Summer Institutes' program was hampered by the same problem of time pressures as the Institutes themselves. For example, the research director was called in to begin work on the project only one week prior to the first session of the program. In the face of this most difficult schedule, it was hoped that some instruments might be available from previous similar studies for use in this study. A fast but intensive search of the literature revealed none that was completely relevant to our specific needs. Under the circumstances, it became necessary to construct our own set of instruments (c.f. Appendix) consisting of three separate questionnaires.

The first of these was designed to measure the participant's own evaluation of the Summer Institute experience. In order to be certain that all important dimensions of response would be included in such a questionnaire, an open-end form of it was administered to a subsample of approximately 100 first session participants from each of four centers. On the basis of an analysis of the results of this pilot instrument, a more extensive final Participants' Evaluation Questionnaire was devised for use with the second and third session participants.

As the second instrument, a modified parallel form of the evaluation questionnaire was developed for use by the staffs of the Institutes.

Finally, a third instrument consisting of 45 statements in a Likert-type format was constructed to measure teacher attitudes toward the disadvantaged child as well as knowledge of pedagogical insights related to this type of child. Although the items were constructed around two hypothetically separate concepts, one designed to tap affective responses and the other cognitive responses, an interaction between these two types of items was to be expected. Thus, when the responses to the 45-item scale were factor analyzed into four distinct factors, it was found that attitude and information items fell within the same factor. On the basis of the types of items constituting the four factors they were defined as: (1) a feeling of optimism concerning the educability of the disadvantaged child, (2) a less traditional, more flexible, approach to teaching disadvantaged children, (3) a sensitivity to the interpersonal needs of the disadvantaged child, and (4) a fear of being physically harmed or threatened by the disadvantaged child.⁵ In reliability tests conducted on the factors, the first two were seen to be highly reliable (.82 and .70 respectively), the third factor quite weak (.39), and the fourth factor moderately high (.57). The size of the standard deviations around the factor means shows that the items were eliciting a sufficiently wide range of responses to assure us that the population regarded these as meaningful items.

⁵The items constituting each of these four factors are presented in the Appendix. The wording of most of the items on the first two factors is such that disagreement (hence, a minus score) would indicate a greater degree of optimism or non-traditionalism. In order to make it easier for the reader to interpret the findings in this report, we have reversed the signs of the scores of these two factors so that now a higher score means greater optimism and greater flexibility for Factors I and II respectively.

It should be noted, however, that there was no opportunity to validate these factors against any independent criteria,* hence, we are dependent entirely on their face validity of the factors in interpreting their meanings.

Except for the administration of the pilot questionnaire, no evaluation data were collected from either the first or last sessions of the Institutes. In view of the extremely short notice given to the Institute staff, it was felt advisable to allow the staff a "warm up" period in which they could work out a curriculum and gain some experience with the program before it was evaluated. The fourth session, according to the Institute Director, could well have contained an inordinately high proportion of people who had not been able to get into earlier sessions and were shifted to the last one. Since it would be difficult to measure how this shift in sessions might have affected their attitude toward the program, it was decided not to include this group in the evaluation. Thus, the research data was collected only from participants attending the second and third sessions of the program.⁶

Reactions to the program itself were collected at the end of each of these two-week sessions by means of the Participants' Evaluation Questionnaire. In order to measure the impact of the program on participants'

*The one independent "validation" obtained came from the director of the Institutes who filled out the inventory himself and, happily, attained the highest "correct" attitudes on all four factors.

⁶Administratively, it was easier to administer the questionnaire to all participants in the second session, although for our purposes it was not necessary to have so large a group. Therefore, we subsampled them at a 1/2 rate. In all, 955 questionnaires were analyzed.

attitudes towards and information about, disadvantaged children, the 45 item attitude inventory was administered to the group that had just completed their second session courses and also to those who were just entering the Institute for the first time in the third session.

Implicit in this research design was the assumption that the control group (the new third session participants) did not differ in any important respects from the experimental group (the second session participants).⁷ Data concerning this assumption will be presented in the findings. Over and above the information collected by means of the written questionnaires, first-hand observations of the program's operations were conducted by the research director and by several members of the staff of the Center for Urban Education who visited the Institutes throughout the summer, and by a consultant to the project who made intensive visits to all ten Centers.

IV. Findings

The findings of the research will be discussed in the same order as the four objectives of this study were presented in the previous section. First, we will examine the results of our several measurements of the impact of the Institute experience on the participants. Next, we will present in a descriptive manner, the participants' and staffs' evaluations of the Institutes. In a final section, we will discuss all of these findings along with our first-hand observations of the Institutes and, at the same time,

⁷Ideally, had adequate time been available for the planning evaluation, we would have pretested the participants who applied to the Institute and, on the basis of these results, established two completely matched groups. The experimental and control groups would also have been tested at the end of the sessions. Moreover, we would have included in the testing several personality variables which might be significantly related to the attitudes which the Institute program was attempting to influence.

will offer a set of recommendations based on an amalgam of these several data sources.

A. Impact of the Institute Experience on the Participants.

While we believe the ultimate value of the Summer Institutes can be measured only by the extent to which the participants are able to translate the understandings and techniques learned this summer into concrete classroom behavior, it is one of the objectives of this study to evaluate what impact the experience has had at this stage.

We have attempted to assess the impact of the Institute experience in three ways: (1) through changes in attitudes towards teaching the disadvantaged child and in awareness of the special problems he presents, (2) through a direct self-estimate by the participants of any change in readiness to teach disadvantaged children, and (3) through an estimate made by the Institute staff. The findings of each of these will be reported in this section.

1. Changes in attitudes towards teaching the disadvantaged child.

It will be recalled that attitudes towards teaching the disadvantaged child and an awareness of the pedagogical problems he presents was measured by means of a 45-item inventory administered to all participants in the second and third sessions of the Institutes. These items were then factor analyzed into four distinct attitude measures, and the participants were scored on each.

Our research design called for comparing an experimental group consisting of those who had just completed one or two sessions of the Institute with a control group of people who were just entering the Institute for the first time. On the assumption that these two groups would be essentially alike in all important characteristics, a significant difference in mean

factor scores between the experimental and control groups would indicate that the Institute experience has affected the attitude being measured by the factor under consideration. Thus, for example, if the Institute experience has had an impact on the participants, we would expect that those who have finished the Institute course would tend to produce significantly higher scores on Factor I (i.e., be more optimistic about the educability of disadvantaged children) than those who have not yet taken the course.

In addition to testing for differences between the experimental and control groups, tests were conducted to uncover differences in factor scores which might be due to other influences, such as length of teaching experience or grade level taught. The effects of six such classification variables* were tested for, along with the experimental-control differences in a series of six two-way analyses of variance (c.f. Appendix). Through this procedure, significant differences between the experimental and control groups were found on Factors I and II, but at the same time, it was discovered that significant differences on Factors I and II existed within five of the six classification groupings as well.** For example, it was found that public school teachers were significantly higher in their optimism scores than non-public school teachers.

Because these subtypes of participants (as described by the classification data) were found to hold different attitudes as measured by Factors I and II, it was necessary to determine whether or not they were disproportionately represented in either the experimental or control group. If

*In addition to the two mentioned, also included were: Center, course, public or non-public school teacher, and years teaching disadvantaged children.

**Only grade level was found not to be significantly related to these two factors.

they were, this would raise the question as to whether the differences found in the latter were actually attributable to the Institute experience, or to the disproportionate representation of one or another type of participant. For example, if for some reason a greater proportion of public school teachers than non-public school teachers was found in the experimental group, this fact alone might account for the difference in attitudes that exists between the experimental and control groups.

By means of analysis of variance and chi-square procedures, we tested for the differences in participant characteristics between the experimental and control groups and discovered that the experimental group did, in fact, contain both a significantly higher proportion of public school teachers and a significantly higher proportion of people taking Urban Studies than the control group. Thus, our original assumption of equivalent experimental and control groups was found to be untenable.

It became necessary at this point to control for the influence of the classification variables related to the dependent variable in order to see whether the differences originally found between experimental and control groups would remain. This was achieved by means of a multiple regression analysis using the classification data as the predictor variables and the four factor scores as the dependent variables. Then, a new set of two-way analyses of variance was run with each of the six classification variables as one set of classifications, the experimental-control group dichotomy as the other set of classifications and the residuals* of the factor scores

*The residuals are the original observed scores with the influence of the related classification variables removed. They now replace the factor scores as the dependent variables.

as the criterion variables. The summary analysis of variance tables are presented in the Appendix.

As a result of this final analytic procedure, it was discovered that when all other influences were controlled for, no significant differences were found between the experimental and control groups, except one.* Thus, it appears that influences other than the Institute experience itself, are responsible for the difference previously found between the experimental and control groups on Factors I and II. It must be concluded, therefore, that there appear to be no basic attitude changes (as measured by our factor scored items) taking place as a result of the Institute experience.

B. Differences associated with other classification variables.

Although the key difference we are interested in is between the experimental and control groups, the analysis of variance procedure allows us, simultaneously, to uncover any differences in attitudes that may be present between various classifications of participants. It had been mentioned earlier that significant differences were found among the subgroups of five of the six classification variables. A more detailed presentation of center differences will now be made and this will be followed by a rundown of the other differences found among the subgroups.

*The sole exception to this is a .05 difference found between experimental and control groups in the analysis of variance of years teaching disadvantaged children on Factor II. However, the presence of two very small cells in the 20 years and over group probably caused a higher F than one would expect from the data on this factor taken as a whole. Since all other experimental-control differences were not significant, the outcome on this one analysis of variance was regarded as a statistical happenstance.

1. Center differences.

Table 1 presents the adjusted means** on Factor I for each of the ten Centers. The significant difference across centers above indicates that when the participants' scores of the experimental and control groups of each center are pooled, their average means vary significantly across centers. Since we know from our previous chi-square and variance tests that there were center differences in teacher characteristics, this result is not unexpected.

It has already been noted that there was no significant difference found between the experimental and control groups as a whole. In order to determine if some of the centers may have significantly affected attitudes represented by the first two factors, "t" tests were run between those treatment means that appeared to have some prospect of being significant. The only significant difference between the experimental and control groups was found in Center 8, and this was relatively weak. And, since the differences in those three centers where the control mean is greater than the experimental mean are not significant, we can conclude these differences could readily have occurred by chance.

Thus, the general finding that the Institute experience has not significantly changed the attitudes measured by this factor cannot be explained on the basis of some centers being less successful than others in their teaching program. With the possible exception of Center 8 (and this was

**The scoring system employed allowed for a possible range of Factor I scores from approximately -13.5 to +13.5. The adjusted means are employed here in order to account for the influence of the classification variables. (Centers were not included in the regression equations.)

Table 1

Adjusted Means on Factor I for Experimental
and Control Groups Within Each Center

Center	Experimental			Control		
	N	Mean	SD	N	Mean	SD
1	68	5.30	4.90	35	5.92	3.00
2	43	5.55	4.39	31	3.55	4.90
3	59	6.04	4.33	35	7.40	4.23
4	79	5.20	4.43	48	4.12	3.90
5	68	4.66	4.31	43	4.61	4.78
6	57	6.31	4.12	29	4.36	5.20
7	55	6.49	3.53	47	6.46	4.57
8	55	6.61	3.72	36	4.45	4.98
9	62	4.83	4.38	26	4.75	4.78
10	67	3.48	5.15	17	4.25	4.82

Table 2

Adjusted Means on Factor II for Experimental
and Control Groups Within Each Center

Center	Experimental			Control		
	N	Mean	SD	N	Mean	SD
1	68	3.81	2.61	35	3.70	2.11
2	43	3.65	2.06	31	2.12	2.69
3	59	3.35	2.77	35	4.47	2.28
4	79	4.13	2.22	48	3.74	1.63
5	68	3.60	2.02	43	4.34	2.51
6	57	4.80	2.36	29	3.79	3.15
7	55	4.27	2.62	47	3.91	2.51
8	55	4.35	1.94	36	3.23	3.04
9	62	3.96	2.07	26	4.16	2.72
10	67	3.79	2.26	17	4.90	2.24

not a very strong difference), none of the centers can be considered unusually effective or ineffective in changing the basic attitude of optimism regarding the educability of the disadvantaged child.

The results across Factor II* are shown in Table 2. The same observations made above regarding Factor I apply here as well, the only difference being that none of the centers reveals a significant "t" between its experimental and control groups.

2. Other differences among subgroups of participants.**

In addition to the center differences described above, the analysis of variance uncovered the following attitudinal differences:

(a) Public school teachers are significantly higher than non-public school teachers in "optimism" and "flexibility."

(b) The least and the most experienced teachers tend to be less "optimistic."

(c) The most experienced teachers tend to be least "flexible."

(d) While there are significant attitudinal differences among the participants in the four courses, the pattern of these differences is not readily interpretable.

(e) No differences exist between K-6 and 7-9 teachers.

Finally, concluding our discussion of the factors, we found that none of the independent variables was significantly related to the two attitudes being measured by Factors III and IV. (It will be recalled that the first of these

*The possible range of Factor II scores was from approximately -9.5 to +9.5. The standard deviations ranged from approximately 2.0 to 3.0.

**The analysis of variance tables from which these findings are drawn are in the Appendix as Tables A1-A6. The means of the various subgroups (except for centers which were presented in this section) are shown in Tables A7 - A11.

factors was interpreted as reflecting a sensitivity to the interpersonal needs of the child and the second as a fear of being physically harmed or threatened by the disadvantaged child.) One possible reason for this outcome is that these two factors are much more closely related to individual personality characteristics of the participants than to the classification variables used in this study.

2. Changes in participants' feelings of readiness to teach disadvantaged children.

Completely separate from the issue of the Institutes' impact on teachers' attitudes as measured by changes in the four factor scores is the participant's self-evaluation of the extent to which the Institute experience has affected his own feelings of readiness to teach disadvantaged children.

While the former may be regarded as an "objective" measurement and the latter a "subjective" one, we felt it was important to have the latter type of measure as well as the former. For if the teacher of the disadvantaged can come away from the Institute experience with a greater sense of hope and with a greater awareness of new resources that are available to assist her in her difficult task, then much will have been accomplished. And, it should be noted, the value of this accomplishment is not diminished if the participant has not yet fully incorporated into her teaching armamentarium the techniques and understandings to which she was exposed at the Institute. Simply by recognizing what is ultimately achievable, and how to move towards achieving it, is itself an important gain.

The data for the self-evaluation was obtained from an item on the questionnaire in which participants were asked whether, as a result of attending the Institute, they feel better prepared to teach the disadvantaged child. A tabulation of the replies of our sample shows that the overwhelming majority considered the experience to be worthwhile.

As indicated in Table 3, fully 84% of the participants answered this question affirmatively and only 16% replied negatively. This result clearly indicates that the Institute has achieved one of its basic objectives, namely, to instill a greater sense of confidence and enthusiasm in the teacher of the disadvantaged child.

Table 3

Q. 6 Do you feel that as a result of your attendance at the Institute you are better prepared to teach a class of disadvantaged children?

Total	N = 955 100%	
Yes, I feel better prepared	820*	84
(How?)		
Will use ideas and info., more aware of new methods and resources	494	52
Focused on needs and problems of disadvantaged children	399	42
Demonstrated importance of teacher attitudes	88	9
Buttressed previous attitudes and/or knowledge	35	4
Other	48	5
No, I do not feel better prepared	135*	16
(Why Not?)		
Course too theoretical; not enough practical aids	97	10
Nothing new; repetition of what I already knew	67	7
Negative effect of staff attitudes	15	2
"I'll have to wait and see."	13	1
No help with classroom discipline problems	11	1
Other	72	8
No reason given	39	6

*Note: The columns do not total 820 and 135 because some participants gave more than one reason.

Those participants who replied affirmatively were asked to say how they felt readier to teach disadvantaged children; those who answered negatively were asked why they felt the Institute experience did not help. In coding these data the attempt was made to classify the responses into the two basic categories of (a) increased insight into, and understanding of, the disadvantaged child's background and problems, and (b) the acquisition of new classroom techniques and curricula. The tabulations indicate that the greater readiness to teach the disadvantaged is somewhat more associated with the learning of new teaching techniques than with an increased understanding of these children.

The statistics presented in Table 3 cannot capture the quality of the responses to this question as well as the actual words of the respondents. For example, three participants who felt the Institute experience worthwhile replied:

"Yes, I do feel better prepared because of the valuable ideas I exchanged with other participants. The instructors offered practical and creative suggestions for teaching the disadvantaged child. The Institute has given me new inspiration."

(Elem. Teacher, 3 yrs. experience)

"I have gained a deeper insight into their problems. From other teachers I have learned of various approaches that worked for them. I have also learned that sympathy and compassion are hardly enough to overcome the problem. I believe we must try harder ... and I am committed to do this with more fire than I had previously."

(First grade teacher, 3 yrs. experience)

"My awareness of problems faced by the disadvantaged has been increased. I think that I will be a much more sensitive teacher in the future."

(Jr. H.S. teacher, 13 years experience)

Among the reasons given for not feeling better prepared as a result of attending the Institute the ones mentioned most often by the participants were (1) the course content was too theoretical and (2) they learned nothing new from the program. But since such a small percentage of respondents said

they did not feel better prepared, these reasons were cited by a very small proportion of the population tested. Nonetheless, it is of interest to observe that one out of ten participants considered the program of no value to them because it failed to offer practical aids.

Among the minority that said they do not feel better prepared as a result of the Institute experience, the following reply was typical:

"No. A traditional attitude was clearly shown in all areas. Nothing new or creative was made available. Most of the time it was too general rather than specific. It applied to the average child not the disadvantaged child." (Jr. H.S. teacher, 4 years experience)

3. Staff estimate of impact of program on participants.

As part of the Staff Evaluation Questionnaire, the staff was asked to estimate what the impact of the Institute program has been on the participants, and it seems appropriate to introduce the results of this question here for the sake of making comparisons with the participants' self-estimates on this same question.

The staff comments were coded into the categories shown in Table 4.

Table 4.

Q. 7 What is your estimate of the impact of the program on the participants?

	Total	N = 116	100%*
Good; excellent; very noticeable	82	71	
Fair; slightly noticeable; observed in some but not all	13	11	
Cannot evaluate -- "wait and see."	11	9	
Almost impossible to change attitudes and prejudices	2	2	
Doubtful	1	1	
Poor; no impact	0	0	
No answer	5	4	
Other	0	0	

*Table does not total 100% due to rounding of percentages.

Quite clearly they are in fundamental agreement with the participants' own evaluation. Although one could say the Staff has a vested interest in a positive outcome, data to be presented later from other questions on the Staff Questionnaire would indicate they were being quite honest in their appraisals. The following two replies by staff members illustrate the type of reactions found.

"They frequently expressed an attitude of enlightenment as a result of speaking and working together. They specifically used the word 'inspiration' in evaluation discussions."

"As a result of discussions and our own written evaluations I estimate that the impact was strongest when the Center was working to develop specific teaching procedures and most feeble when it sought to change attitudes."

B. The Participants' Evaluation of the Summer Institutes

The primary purpose of the Participant's Evaluation Questionnaire was to elicit the respondent's estimate of the Institute program as a whole and to see what were considered to be the program's strengths and weaknesses. In addition, we were interested in finding out something about the participant's purposes in attending the Institute and what he feels he derived from the experience.

In reporting the findings of the evaluation questionnaire we will deal first with this latter set of questions and then return to the ratings of the various aspects of the Institute program. Finally, we will conclude this section with the participants' recommendations for the changes they would like to see in the program and organization of the Institutes.

Since the evaluation questionnaire was filled out at the end of the second and third sessions, there were no experimental and control groups involved. Therefore, the total sample of 955 respondents has been combined in the presentation of these data.

1. Reasons given for attending the Institutes:

One of the key issues in setting up an educational program with immediate action goals is the extent to which such a program meets the needs of its participants. To assess this the participants were first queried about their purposes in attending the Institute and then were asked about the specific understandings and techniques they derived from it. A comparison of these two sets of replies should provide some general measure of the extent to which the Institute did, in fact, speak to the needs of the participants.

It was our original intention in analyzing these data to break down the replies to these questions into fairly discrete categories such as learnings related to curriculum, learnings related to classroom motivation, learnings related to equipment, etc. However, upon inspection of the questionnaire data it became quite evident that most respondents did not reply in such specific terms. Consequently, we felt it would not do justice to the respondents to assume that those who simply said, for example, that their purpose in attending the Institute "to develop more effective classroom techniques with the disadvantaged" did not have in mind all of the previously mentioned categories. It seemed more meaningful to consider the replies as falling into one of two fundamentally different categories: (a) those concerning a better understanding of the social and psychological nature of the disadvantaged child and (b) those concerning better teaching techniques and organizational methods for reaching the child in the classroom. Although obviously both of these categories described objectives of the Institutes and were both mentioned by many participants, the relative weight given to each by staff and participants will, in our opinion, allow us to determine the extent to which the Institute satisfies the needs of the participants. (A comparison between the participants' purposes in attending

the Institutes and the staffs' concept of the Institutes' objectives will be made later on in this report.)

The purposes given by participants for attending the Institutes are shown in Table 5. It is clear from this table that learning new skills and curriculum methods for reaching disadvantaged children was far and away their most important objective. Almost 8 out of 10 mentioned this as a purpose for attending. Slightly over half of the sample gives gaining greater insight and understanding of the problems of the disadvantaged child as a reason for coming to the Institutes. Thus while each of these basic objectives is cited by a majority of the participants as things they hoped to gain from the Institutes, there is no doubt that the acquisition of concrete classroom techniques and curricula is the participants' principal motive for enrolling in the program.

Table 5

What were your purposes in attending the Institute?			
	Total	N = 955	%*
To improve skills and techniques for teaching disadvantaged; learning about new curricula and materials for teaching		736	77
To gain understanding and insight into the culture, life-style, and problems of the disadvantaged child		500	52
Stipend; summer employment		212	22
Exchange ideas on methods and techniques		149	16
Other		22	2

*Totals more than 100% because some participants gave more than one response.

The following quotations were selected as typical of the participants' replies to the question regarding their purposes in attending the Institute:

"To learn specific techniques for Grade 2 that would be new to me. I had 'run dry' of new ideas after $6\frac{1}{2}$ years and was hoping for new ones so I could change my approach."

"I expected to get new information on how to teach the disadvantaged. I expected to receive tried and worthwhile suggestions."
(Jr. H.S. teacher, 4 years experience)

"My purpose was to gain insights into the needs of these children in order to become a more effective teacher. I also was interested in becoming acquainted with the latest scientific methods which have proven successful in teaching these children."
(3rd grade teacher, 9 years experience)

"To see if it was possible for teachers of the disadvantaged to actually receive information that would be truly helpful in teaching practices - something that I had not experienced in college."
(3rd grade teacher, $4\frac{1}{2}$ years experience)

The importance of the stipend as a source of motivation for participation in the Institute, is a difficult thing to assess. Since this is a less "socially acceptable" purpose for joining the program it is not likely that everyone who was so motivated would be ready to admit it openly, even though the questionnaires were completely anonymous. Thus the figure of 22 percent of the participants who gave "stipend" or "summer employment" as a reason for participating probably represents a conservative estimate. This is not to say, however, that monetary reward was usually the sole motive - or even the primary motive - for the majority of those attending the Institutes.* Only a very small proportion of participants listed it as their only purpose for attending, and where "stipend" or "employment" was mentioned, it was usually as a second or third purpose. Moreover, from our data and personal observations we believe it would be fair to say that even though money may

*The importance of the stipend is obviously a relative thing. We will come back to this issue later in the report.

have been an important initial factor for some people, that participation in the program itself created additional and equally strong motivations. This transition is nicely illustrated in the following reply by a participant:

2 "At first my main purpose for attending the Institute was for monetary reasons. However, after the first daily session I realized how ignorant I was in the area of the disadvantaged child. My purpose then changed to one of trying to absorb as much information as possible."

The final purpose listed in Table 5 was to exchange ideas with others facing the same problems - probably should be regarded more as an outcome of the Institute experience rather than an initial purpose. That the participants found this exchange one of the most rewarding aspects of the experience will be shown in the section below on ratings of various aspects of the program.

2. Understandings and techniques gained.

When asked what specific understandings and techniques they gained from attending the Institute, the overwhelming majority of participants were able to mention at least one such gain. Only 7 percent of the sample reported they derived little or nothing out of their Institute experience. (c.f. Table 6.) The largest number of replies - 2 out of 3 - fall into the category relating to classroom techniques, curricula, teaching devices, etc. Less than half of the participants reported that they learned something new about the culture, life conditions, problems, etc., of the disadvantaged child.

A comparison of these data with those of Table 5 shows that, as a group, the participants for the most part fulfilled their major purposes in attending the Institutes.

Table 6

What Specific Understandings and Techniques
Did You Gain From Attending the Institute?

Total	N = 955	%*
An understanding of techniques, methods, new curricula; new materials were obtained	628	66
An understanding of the culture, life conditions, and/or problems of the disadvantaged	433	45
Has changed my attitudes toward the disadvantaged child - which will change my behavior	90	9
Knowledge of community and its resources - available agencies, etc.	62	6
I am not alone; other teachers have similar problems	52	5
Reinforced my current practices	25	3
Reinforced my past understandings	24	3
None; "few if any" (no further information given)	65	7
Other understandings	22	2
Other techniques	10	1

*Totals more than 100% because some respondents gave more than one response.

3. Ratings of various aspects of the Institutes' program.

On the basis of an analysis of the pilot study and about 20 informal personal interviews with participants, nine aspects of the Institute program were judged to be most important for further study. In the final questionnaire, the respondent was asked to rate each of these nine aspects on a six-point scale ranging from "not at all valuable" to "extremely valuable." A brief comment on reasons for his rating was also requested.*

*It should be noted that due to pressures of time we could not code the reasons for rating on every questionnaire in the sample on question 3. Instead we systematically selected for coding half the interviews of the second session participants. Together with the third session participants this amounted to 655 respondents in total who were coded on question 3. It is our opinion that these data accurately reflect the reactions of the participants as a whole to the various program features.

In addition to the nine program aspects, ratings were sought on two other less tangible characteristics of the Institutes which, on the basis of our preliminary work, were thought to be important determinants of the success of the program. These were (a) the level of communication between staff and participants and (b) the opportunity provided for discussion of problems and ideas among the participants themselves. The results on the latter two will be presented immediately following the findings on the program ratings.

Prior to a detailed look at the ratings of each aspect of the program and the reasons for them, it would be useful to have an overview of the mean ratings of all nine aspects of the program listed on the questionnaire. These are ranked by size of rating* in Table 7.

The first observation which should be made about these data is that, in general, the participants' ratings of the program tend to be quite high. The one exception to this is the rating of the Institutes' libraries which falls just below the 3.5 neutral point of the scale. Apart from this, all other means ** fall into the top half of the scale and several approach a mean of 5, with 6 as the highest possible rating.

From the table, it is seen that the field trips and small group discussions are rated by participants as the most valuable aspects of the program followed by the category of guest speakers. Although the Institute staff is

*The original rating scale which appeared on the questionnaire ranged from -3 to +3. For tabulation purposes, these were converted to a 1 to 6 scale.

**Although the differences in the top nine means appears to be not too great, with samples as large as those involved here even relatively small differences assume importance.

active to a greater or lesser extent in all aspects of the program, it will be noted that two of the three top-rated activities involve outside resources.

In the middle range of the rating list appear a group of the three top-rated activities involve outside resources.

In the middle range of the rating list appear a group of four program aspects which for the most part may be said to be more "staff-dependent": demonstration lessons, demonstrations of equipment, other staff presentations and instructional materials.

The fairly low rated reading assignments are technically an outside resource but one which requires extra participant effort. The lowest rated library is really more of an Institute facility than a program element. It was brought into the aspects to be rated list because it was criticized so strongly in our pilot study that it was felt we should have further data about it.

Next will be examined the reasons given for these ratings in which the participants' reactions may be more fully explored. For each aspect the positive and negative reasons have been separately listed. Because some respondent gave more than one reason, the reasons total more than 100%.

Table 7

Participants' ratings of nine aspects of the
Institutes' program

	Ratings (N = 955)
Field trips	4.91
Small group discussions	4.89
Guest speakers	4.80
Demonstration lessons	4.70
Demonstrations of equipment	4.69
Other staff presentations	4.63
Instructional materials	4.62
Reading assignments	4.33
Institute library	3.02

a. Field Trips

The field trips ranged from visits to local anti-poverty programs and remedial school programs, to more elaborate science trips to museums or a tour of a section of the city.

As observed in Table 8 the greatest value derived from the field trips was that it provided the participant with a better understanding of the disadvantaged community than he had had until now. Judging from the comments of the participants, very few have ever had a good first-hand look at the disadvantaged community, even though some had passed through it daily and had thought they knew about it. There is little doubt that, in general, the field trips made the most important contribution to an affective (as opposed to intellectual) understanding of the environment of the disadvantaged child.

The next largest reason for rating field trips positively was that they provided a good demonstration of what is being done elsewhere. Apparently, in visits to other community educational resources such as Head Start and other summer school programs, the participant was able to relate

his own activities to them and perhaps even incorporate into his teaching some approaches that may have been observed on these visits.

Table 8

Field Trips	Total	N = 655	%*
Positive Reasons:			
Gained an understanding of disadvantaged community	164		25
Good demonstrations of what is being done elsewhere	118		18
demonstrated educational value of trips	104		16
Provided ideas for class trips	36		5
Shared common experience with participants	5		1
Other	16		2
Negative Reasons:			
No value; nothing new or stimulating	60		9
Unrealistic settings; inappropriate selection of sites	40		6
Lacked follow-up discussion or evaluation	12		2
Saw poor teaching	7		1
Other	19		3
Had no field trips	158		24
No reason given for rating	55		8

*Totals more than 100% because some respondents gave more than one response.

Thirdly, the teachers came away from the summer with a lesson on the educational value of class trips and as a corollary to this, with ideas for trips for their own classes.

Among those who did not rate the trips highly, a small proportion of respondents (9%) felt the trips they took were not sufficiently new or

stimulating, and 6% criticized them for an inappropriate or unrealistic selection of sites. It should be noted that 24% of the participants said they had no trips.

b. Small Group Discussions

As seen in Table 9, practically every reason given for a positive rating on the small group discussions related to the same basic theme: the freedom provided by these groups for the interchange of ideas and experiences by participants. Apparently the teachers valued highly this opportunity to actively cope with the problems of how to reach the disadvantaged child, and to explore these issues in a way which larger lecture groups did not permit.

A small minority of the participants felt the small group discussions too aimless and were not sufficiently relevant to the disadvantaged child.

Table 9

Small Group Discussions	Total	N = 655	%*
Positive Reasons:			
Greater freedom and participation; exchange of ideas	404		62
Catharsis, therapeutic; "not alone"	28		4
Other	21		3
Negative Reasons:			
Generalities, aimless, formless; not relevant to disadvantaged child, uninteresting, uninformative	93		14
Participation by individual discouraged by staff	20		3
A few individuals "took over," others weren't heard	18		3
Not applicable to teachers own needs/interests	10		2
Other	21		3
Had no small group discussions	32		5
No answer given	50		8

*Totals more than 100% because some respondents gave more than one response.

c. Guest Speakers

The principal reason why a guest speaker was rated highly is that he brought a new and authoritative voice to the Institutes. While every last speaker was not highly rated, for the most part they were considered people with something of real interest to say, who spoke from long personal experience in their areas of speciality. From the questionnaire comments, it appears their contribution to the participants' deeper understanding of the disadvantaged community was substantial.

Table 10

Guest Speakers	Total	N = 655	$\sigma^2_{\beta^*}$
Positive reasons:			
An authority; brought new dimensions and ideas; affected attitudes		370	56
Relevant; pertinent to subject; interesting		99	15
Other		13	2
Negative Reasons:			
Nothing new; too general; not appropriate for program		86	13
Did not understand or know about teaching		25	4
Too narrow; not relevant to grade level		24	4
Speaker aroused antagonism		15	2
Sales talk		11	2
Other		54	8
Did not have any guest speakers		18	3
No reason given		40	6

*Totals more than 100% because some respondents gave more than one response.

When the speakers were not rated highly, it was mainly because the participants did not feel their contribution was sufficiently relevant to the program. Other smaller groups of participants felt that some of the speakers who attempted to deal with pedagogical techniques were themselves not sufficiently aware of the teacher's job, or they resented the fact that they had to sit through presentations which were not appropriate to their grade level. (This latter complaint was made primarily by junior high school teachers who sat through talks describing new methods for teaching reading in the first grade.)

d. Demonstration Lessons*

In Table 11 the first two categories of the positive reasons for rating demonstration lessons highly could be said to add up to just about the same thing. The participants found in them something of direct value to their own development as a teacher. For smaller groups of respondents, the opportunity the lessons provided for more student participation was important to them, as was the opportunity to hear the criticisms made.

When the demonstration lessons were rated low, it was usually because they were considered ineffective presentations of the material. Other critical comments made by smaller groups were that they were too theoretical and were not geared to the proper grade level.

It should be noted that 30% of all participants said they did not have demonstration lessons. This breaks down among the courses as follows: Urban Studies 37%, History and Social Studies 21%, Math and Science 13%, English

*Demonstration lessons were of two types: those conducted by staff members and those conducted by participants. While it might have been useful to have these separated out for analytical purposes, we felt it was necessary not to extend an already overlong questionnaire.

13%. Thus while one might normally not expect to find demonstration lessons in all Urban Studies courses, in view of the importance of demonstration lessons as a way of transmitting classroom techniques it is surprising to find some respondent in other courses saying they had no demonstration lessons.

Table 11

Demonstration Lessons	Total	N = 655	%*
Positive Reasons:			
Helpful to compare performance, learned how to handle problems	162		25
Effective presentations	83		13
Provided student participation and discussion	39		6
Criticism was valuable	30		5
Other	14		2
Negative Reasons:			
Ineffective presentations; not well done	51		8
Unrealistic situations; too theoretical	26		4
Not geared to grade level	26		4
Nothing new; same lessons plans	15		2
Insufficient or no discussion	10		2
Other	15		2
Had no demonstration lessons	15		2
Had no demonstration lessons	197		30
No reasons given	58		9

*Totals more than 100% because some respondents gave more than one response.

e. Demonstrations of Special Equipment

Table 12 shows that most of the reasons given for plus ratings of these equipment demonstrations concern their contribution to the classroom tools of the teacher. Twenty-seven percent of the respondents felt they were important additions to their lessons presentations. Eight percent of the respondents said they learned how to operate the equipment demonstrated. (It is likely that many who gave the first reason also learned how to operate equipment for the first time but did not happen to mention it specifically.)

Almost 1 in 10 participants saw equipment demonstrated with which they were already familiar. Others who were negative to the demonstrations said

Table 12

Demonstrations of Special Equipment, etc.	Total	N = 655	%*
Positive Reasons:			
Good for classroom use and lesson reinforcement	175		27
Learned how to operate machines	52		8
Other	30		5
Negative Reasons:			
Good for new teachers only; nothing new for me	50		8
Equipment ineffectively demonstrated	35		5
Unrealistic; schools often lack equipment	22		3
Cannot replace a good teacher; taught little or nothing	20		3
Other	18		3
Had no demonstrations of equipment	172		26
No reasons given	61		9

*Totals more than 100% because some respondents gave more than one response.

they were ineffectively carried out. A very few dismissed this aspect of the program by saying the equipment is not available at their schools or that it cannot replace a good teacher.

It should be noted that over one in four of the participants indicated they had no demonstrations of equipment. This rises to 31% among the Urban Studies group, which is not unexpected. However 17% of the Social Studies, 15% of the English and 11% of the Math and Science groups also made this claim.

f. Other Staff Presentations

In this category was meant to be included all staff presentations which were not demonstration lessons or demonstrations of equipment (Table 13). That this intended meaning was not entirely clear to all the participants is shown by the fact that 95 people claim never to have had any other presentations by the staff - a situation which is patently impossible. The content of the replies of the rest of the respondents, however, leads us to believe that the category was responded to as intended.

The categories employed in the coding of positive reasons attempted a division in terms of content, organization of materials and the instructor's ability to get it across. Obviously all three of these overlap to an extent, and each is saying the same essential thing in a somewhat different way, namely, the instructor was doing an effective job.

In some ways, the negative reasons may provide more useful information for this aspect of the program. Apparently the main reason the instructors' presentations were not highly rated is that they were ill-prepared and badly organized, although it must be noted this opinion was held by only 16% of the participants. Ten percent felt they were irrelevant in the kinds of

material they presented, and 6% thought the instructors were lethargic or incapable. Again the overlap of the three categories should be noted.

Table 13

Other Staff Presentations	Total	N = 655	%*
Positive Reasons:			
Valuable context; excellent source of materials	178		27
Well organized and prepared	154		24
Capable, dynamic instructors	107		16
Other	31		5
Negative Reasons:			
Poor organization, preparation and/or presentation	102		16
Irrelevant; poor sources of materials	67		10
Lethargic, incapable instructors	41		6
Other	31		5
Had no other staff presentations	95		15
No reasons given	77		12

*Totals more than 100% because some respondents gave more than one response.

g. Instructional Materials

As seen in Table 14, just over a quarter of the participants considered the instructional materials of value because they were directly useful to their own needs as a teacher, while an almost the same number regarded them as "pertinent to the course." (Once again, this may represent an artificial coding division. Those who fall into the second category may, by implication, be saying the material will be of ultimate value to them, too.)

Table 14

Instructional Materials	Total	N = 655	%*
Positive Reasons:			
Will help my teaching; good material for my use	181		28
Pertinent to course	160		24
Other	26		4
Negative Reasons:			
Not enough attention given to materials; insufficient amount of materials	83		13
Not realistic or pertinent to needs; nothing new	73		11
Needs variation; too rigidly sub.-matter oriented	21		3
Little or no instruction on usage of materials	15		2
Other	18		3
Had no instructional materials	98		15
No reasons given	75		11

*Totals more than 100% because some respondents gave more than one response.

It is of importance to note that among the main reasons given for not rating the materials higher is that there was not enough attention given to this aspect of the program, and that insufficient amounts of materials were available. From a reading of the questionnaire responses, there is little question that the instructional materials were regarded by many participants as extremely valuable "concrete" information they could take back to their jobs.

The same theme is present in the second main complaint about this phase of the program, namely, that the materials presented at the Institute were

not pertinent to the teacher's needs or presented nothing new. In both main reasons given for rating this aspect low, it is apparent that in quantity and quality the instructional materials fall somewhat short of the needs of the participants.

h. Reading Assignments

A majority of respondents found the outside reading assignments of value to them. The main reason for this rating was that they provided necessary adjuncts to the lectures and stimulated further discussion. On

Table 15

Reading Assignments	Total	N = 655	%*
Positive Reasons:			
Valuable; necessary adjuncts to lectures; stimulated discussion	320		49
Exposure to new sources of materials	53		8
Stimulated further thought and reading	19		3
Other	13		2
Negative Reasons:			
No value; limited; boring	80		12
Already versed in content	62		9
Too theoretical; not realistic or practical	47		7
Should have been discussed	46		7
Too much assigned reading	29		4
Not enough leeway; no available bibliography	25		4
Other	35		5
Had no reading assignments	31		5
No reasons given	50		8

*Totals more than 100% because some respondents gave more than one response.

the other hand, there was a relatively large proportion who expressed dissatisfaction with the assignments (it will be recalled they were ranked eighth out of the nine aspects of the program that were rated). No one reason for the negative rating was wholly predominant. Table 15 shows those which were mentioned frequently enough to be separately categorized.

i. Institute Library

Of all nine aspects of the Institute which the participants were asked to rate, the library facilities were regarded to be the program's worst aspect. It was described by almost half of the participants as being too limited in the kinds of materials one would need for research. Thirteen percent said it was not necessary for their work and that they did not use it, and other groups complained about the fact that the hours were inconvenient, that it did not lend books (although several centers did), and that its physical facilities were poor.

The problem of the library facilities is directly related to the issue of where and how the afternoon period of the day should be spent. Some center directors interpreted the 2-hour independent research period to mean that the time should be spent at the center itself. Others gave the participants the opportunity to work at other libraries, or wherever they could find appropriate materials.

Table 16

Reading Assignments	Total	N = 655	%*
Positive Reasons:			
Valuable; comprehensive; varied	92		14
Helpful for research	25		4
Exposed available new material	8		1
Other	21		4
Negative Reasons:			
Inadequate; too limited; needs more books	323		49
Not necessary; didn't use it	82		13
Should have more convenient hours; should lend books	56		9
Poor physical facilities; too hot, too noisy	38		6
Insufficiently related to course content	34		5
Other	28		4
Had no Institute Library	46		7
No reasons given	44		7

*Totals more than 100% because some respondents gave more than one response.

4. Participants' recommendations for changes in the Institutes.

As part of their questionnaire, the participants were asked to recommend changes they would like to see made in six different areas of the Institutes' operations: program, facilities, materials, schedule, organization and staffing. Ninety percent of the respondents replied to this question, some with only one or two recommendations and others with several. To enhance the clarity of presentation of these data the answers are grouped within the original six suggested areas. They are ordered

in Table 17 according to the total number of recommendations made in each area. A word of caution must be offered: the relatively low percentage associated with each recommendation listed within the areas should not be interpreted to mean these express the opinion of only a small number of people and therefore do not warrant special attention. Rather, we regard those recommendations as those that the most salient in the minds of the respondents who were replying to an open-ended, not a check-list, type of question. (In our opinion, for this kind of situation, a check-list would have presented even more problems of interpretation.) Hence, the percentage probably reflect a conservative estimate of the number of participants who would agree with the recommendation. In discussing the findings, the relative size of the recommendation will be our focus of interest.

Table 17

What recommendations would you make for changes in the Institute's program, facilities, materials, schedule, organization or staffing?

	Total	N = 955	% *
<u>Program:</u>			
More practical teaching techniques needed	162		17
More demonstrations; demonstration classrooms	118		12
More trips; more contact w/ the community	88		9
More outside/specialized speakers	71		7
Separation of math and science	70		7
Practice teaching; fieldwork with d.c.	29		3
More emphasis on Puerto Rican, or other ethnic gr.	18		2
<u>Organization:</u>			
More small groups; seminars, not lectures	148		15
Better organization; clearer objectives	113		12
Divide course by grade level	69		7
Use Urban Studies as basic course for all	18		2
<u>Staff:</u>			
Better prepared, more experienced staff	147		15
Should be current teachers of d.c.	57		6
More professional staff-participant relationship	37		4
Staff should be college instructors	12		1
<u>Schedule:</u>			
Longer period for courses	82		9
3 hrs. at Center; independent research (?) in P.M.	76		8
Less busy-work	62		7
<u>Materials & Equipment:</u>			
More, more useful, newer materials	145		15
More equipment demonstrated; more A-V, etc.	65		7
<u>Facilities:</u>			
Better libraries; use of outside libraries	147		15
More accessible Centers; better parking, etc.	35		4
Other	155		16
No answer	98		10

*Totals more than 100% because some respondents gave more than one response.

c. Programming

Not unexpectedly, the largest number of recommendations were made in the area of programming. Once again the theme of a more practical orientation of the courses was sounded as the principal recommendation within this set. This was followed by a call for more classroom demonstrations which might be regarded as a restatement of the need to concretize the presentation of new curriculum and teaching methods for the teachers of the disadvantaged. Taken together we find that over one out of four participants in the course makes one or both of these recommendations.*

The recommendation of more trips comes primarily (16%) from the Urban Studies groups whose community visits provided such good sources of stimulation for this course. Similarly, the suggestion for separating math and science must logically be considered only among those who had taken this course. When this group is looked at separately, almost 1 in every four participants in the Math and Science course makes this recommendation.

The call for more outside speakers and speakers who are specialists in their areas reinforces the earlier finding that outside speakers are a valuable adjunct of the program but they must be selected with care. The relatively small number of participants who ask for the inclusion of practice teaching into the Institute program is rather surprising in view of the stress on the practical found throughout their other replies. (Perhaps there is some reluctance on the teachers' part to expose themselves to a "real life" situation before their peers, particularly with new curricula and methods.)

*Since 3% made both, the actual number of respondents making at least one of these recommendations is 26%.

b. Organization

The recommendations concerning organization fall into three categories, two of them quite specific as to how the Institute is structured, while the third concerns the presentation of program content and could, perhaps, as well have been placed under the heading of program recommendations.

The most frequent recommendation mentioned under organization is for an increase in small group discussions and, the other side of the same coin, a paring down of the number of staff lectures. As we have already seen, the small group discussions were rated among the highest of the nine aspects of the program reported in the previous section, so that this recommendation for more of the same is not surprising.

The second highest recommendation in this group concerns the organization of the courses and a clearer statement of their objectives. For some participants this was one of their strongest criticisms of the Institute. In all fairness, the weakness in organization may be in part attributed to the fact that this is the first time the Institutes have been given, to say nothing of a time schedule that left little opportunity for developing a tightly-knit curriculum. But, at the same time, differences are apparent among the Centers as well: this recommendation ranged from 6% in one Center to 20% in another. Differences were found also between the courses with only 8% of the participants in the Urban Studies making this recommendation, compared with 15% of those in the English courses. (The remaining two, History, and Math & Science, were just at the 12% average.)

The recommendation to divide the courses by grade level may be interpreted as still another way of saying, "I want material that is pertinent to my own needs." Most (though not all) of the Centers attempted to break

the small groups down homogeneously by grade level. However, there was still some discontent among the junior high school teachers, for example, who had to listen to presentations by guest speakers and staff lecturers on issues that concerned only the younger elementary school child. The recommendation to organize by grade level was found to a somewhat greater degree in English and Math and Science than in the other two groups.

c. Staffing

Relatively speaking, one of the largest categories of recommendations is for a more adequate Institute staff. While the staff was rated quite highly on the whole, there were apparently enough instances of individual staff members not being fully prepared for their task, or not being sufficiently able to convey their material, to evoke this type of response in the recommendations. Another recommendation on staffing was that Institute staff should be drawn from teachers who are currently teaching disadvantaged children so that they would be speaking directly out of their own experience.

d. Schedule

The three recommendations in this area concern three discrete aspects of the schedule: total time spent in courses, total time spent at the instructional center, and the use of time away from the center. While each of these recommendations is made by a relatively small number of participants, they are of some interest because they are apparently attempts to rectify some often-mentioned sources of discontent.

The first recommendation, that the sessions be made longer reflects the feeling expressed by many participants that too much ground was being covered in too short a time.*

*In fact, several participants muttered darkly about the time--usually about 40-45 minutes--taken away from the course in filling out our evaluation questionnaire.

The recommendation for spending only 3 hours at the Center relates back in part to the problem of inadequate library facilities. Apparently the participants feel they should be trusted to do independent research on their own in the afternoon and strongly resented being cooped up at the Center during this time, particularly in the hundred degree heat of last summer.

The recommendation for less "busy-work" was placed under the heading of 'schedule' although in some respects it is a program recommendation as well. In a word, the participants do not want to be asked to do meaningless assignments, and apparently many of those given this summer were judged so. This request would hold true for any student at any time, but in view of the time pressures of the Summer Institute Schedule, it is particularly apropos here.

e. Materials and Equipment

The recommendation for additional, more useful, and newer materials flows directly from the findings of the previous section of this report where this aspect of the program was specifically rated. While the materials provided by the staff were on the whole greatly appreciated, apparently they were still of insufficient quantity and quality to satisfy the needs of the participants. To a lesser, but still significant, degree, the same comment applies to the demonstration of equipment.

f. Facilities

This heading contains one major recommendation with which we are already quite familiar--the need for better library facilities at the Centers and/or the availability of outside library facilities.

While the recommendation for more accessible Centers and parking facilities is a relatively minor one, from personal observations at the Centers it is clear that participants having to move their cars in the middle of the morning could be a real time-waster.

g. Communications between staff and participants

The level of communications between staff and participants was generally rated high by most of the participants, with the mean rating on this question being 5.01 on a six-point scale. However, while many participants gave their highest rating to staff-participant communications, a not unsubstantial number gave it a rather low mark. From these ratings and personal observations at the centers it must be concluded that while most staff members seemed to be communicating effectively, a definite minority had difficulty in this area.

On the positive side of the issue, participants offered the following comments:

"The staff was friendly and professional; they made you feel welcome at any time to speak to them. There was a feeling... that we were all here to become better teachers and people."

"Staff was very skillful in channeling and guiding question and answer periods. Very relaxed atmosphere with a sense of mutual respect."

"All participants were given an opportunity to discuss problems facing them. Workable solutions were usually evolved."

".....It was instructor led rather than instructor dominated."

Those who rated communications low commented:

"Most staff were okay, but some were very close-minded. 'My way is the right and only way,' etc. Participants resented lack of work on part of staff."

"I feel the staff was well-meaning but did not realize the needs of the participants."

"Staff had pre-set ideas. They were not flexible in accepting the experiences and suggestions of the participants."

h. Communications among participants

Preliminary data from the pilot study indicated that simply the opportunity for meeting and sharing experiences with other teachers might turn out to be one of the most valuable "aspects" of the Institute program.

The final questionnaire contained a rating scale for this aspect and the results confirmed the pilot study impression. With a mean rating of 5.14, the opportunity to discuss problems and ideas with other teachers at the Institute was apparently considered more valuable by the participants than any other single aspect rated. And many of those who did not rate it highly did so because the opportunities for discussion were too limited.

Some typical comments on this question were the following:

"I found it extremely valuable because it was then I got some concrete suggestions."

"Teachers had a chance to discuss problems and successful teaching methods--an excellent opportunity for exchange of ideas among teachers of the disadvantaged."

"It gave me the feeling of not being alone. I saw others had problems like mine and I learned from what they are doing."

Those who rated the opportunity for discussions among participants negatively are represented by their replies:

"Except for our discussions outside of class we had very little opportunity for discussions."

"This is the most valuable part of the program, but I'd like to see it on a more formal basis in class, rather than at the bus stop."

"Interaction among the participants was very limited because of the instructor-dominated program."

C. The Staffs' Evaluation of the Summer Institutes.

Because the staffs of the Institutes bring a wholly different perspective to an assessment of what took place in the summer program, no evaluation would be complete without including their views as well. This was accomplished both through informal discussions with staff members and through a Staff Evaluation Questionnaire (c.f. Appendix.) The questionnaires were distributed to all center directors who in turn gave one to each member of his staff to fill out and return by mail in a stamped envelope provided. Since the questionnaires constitute a more systematic sample of staff opinion, and since the offer of anonymity allowed for frank replies, these data will be used as the basis for the staff evaluation. However, the informal discussions with staff members will be brought in where appropriate.

One hundred and eighty staff questionnaires were distributed and one hundred sixteen completed questionnaires were received, a return rate of 65%. While this was a lower rate than one would wish*, it represents a sufficiently large proportion of the total staff population to allow us to feel fairly confident that the opinions expressed represent that of the entire staff. Moreover, there seems to be a relatively even distribution of returns over the ten centers and among the four courses, so that we can say that no one group's reactions are being unduly weighted in the total returns. In the descriptive analyses that follows, all data will be percentaged on the total base of 116 cases.

The findings of the Staff Evaluation Questionnaire will be presented as follows: the objectives of the Institutes as perceived by the staff,

*In fairness to the Institute personnel, it should be mentioned that our questionnaire was received by them just about one week before the courses closed at the end of a long and tiring summer and just after they had completed a long evaluation questionnaire for the Institute Director.

what the staff considers to be the most and least valuable aspects of the Institute program, and, finally, what recommendations the staff has in several areas of the Institutes' operations.

1. Relative importance of the Institutes' objectives.

By listing the objectives in order of frequency of mention we have presented in Table 18 the staffs' importance of the Institutes' hierarchy of objectives. In order to highlight the principal finding we have divided the responses into that objective considered most important and then a column to all others of second order importance or lower. From this tabulation we should be able to infer something about the staff's general orientation to its task.

The first objective listed in the "most important" column is essentially concerned with the psychological attitudes of the disadvantaged child and how teacher attitudes might be influenced through a greater understanding of these attitudes. Similarly, the second objective focuses on an understanding of the sociological mainsprings of the problems of the disadvantaged child. Together they constitute an attempt to provide a picture of why the child is the person he is and what, given this understanding, the teacher can do to create the most effective possible interaction with the child. Thus the primary objective of almost 3 out of 4 of the Institute staff is to provide a basic understanding of the psychological and sociological nature of the d.c. and to show how this understanding can be used to reach the child.

The third "most important" objective named by the staff is to enhance and develop teaching skills. If we were to include the next category also into a combined objective of providing concrete classroom tools for the

Table 18

Of the several objectives of the Institute which did you personally feel was the most important? second most important?, etc.	Primary		Secondary or Lower	
	N	%	N	%
Total	116	100	116	*
To affect teacher attitudes in working w/ the d.c., to appreciate the potential of d.c.	43	37	26	22
To develop a full understanding of the life- styles, value patterns, and attitudes and beliefs of d.c.	39	34	26	22
To enhance and develop varied pedagogical skills (re. d.c.); methodology and techniques.	21	18	67	57
To provide the latest thought and theory on new subject matter and curricula; new literature.	5	4	41	35
Interstimulation in group discussion; ex- change of ideas and sharing of experiences.	3	3	26	22
To provide an understanding of urbanization and its impact on society and its institutions.	3	3	7	6
Knowledge of school-community relations and/or interaction.	1	1	8	7
To provide knowledge about the community and its resources or agencies.	1	1	9	8
To introduce ways of motivating the disadvan- taged child.	0	0	7	6
Other	0	0	4	3

*Totals more than 100% because some participants gave more than one reason.

teacher, we see that somewhat less than 1 in 4 members of the staff consider this a primary objective.*

The ranking of the less than-primary objectives by frequency of mention verifies the conclusion drawn above: that the objective of teaching specific techniques and curriculum matters relevant to the disadvantaged was the most important secondary objective of the Institute staff. The implication of this finding will be discussed in greater detail in a later section of this report.

2. Aspects of program regarded of most value.

This question was designed to yield a ranking of aspects by frequency of mention. Due to the differences in method employed, this ranking is not strictly comparable to the participants' ratings of the various program aspects. However, we believe it is a fair statement to say that the general pattern of each groups' evaluations of the program reveals an impressive measure of agreement. Inspection of Table 19 indicates that an extremely high proportion of the staff regards the small group discussions as a most valuable phase of the program. In this assessment, they are in general agreement with the participants, who, it will be recalled, also rated the small group discussions highly.

The high ranking given to the field trips also agrees with that of the participants.**

*Several of the remaining categories could probably fall into the basic division "understandings" and "techniques," but since they represent a very small portion of the total, it does not affect the outcome one way or the other if left as separate categories.

**The relatively small percentage of staff who regarded this as a valuable aspect may be accounted for by the fact that not all groups went on trips, and these percentages are based on the full staff sample. On the other hand, only those participants who experienced trips were included in the calculation of the trips' mean rating.

Table 19

Q. 2. - In your opinion, which aspects of the Institute program (i.e. speakers, demonstration lessons, small group meetings, trips, etc.) were of most value to participants? Q. 3. - Of least value to participants?

	N (116)	% (*)
<u>Most Value</u>		
Small group discussions	91	78
Trips	41	35
Demonstration Lessons	35	30
Guest Speakers	29	25
Large Lectures	15	13
New Materials	6	5
Use of socio-psychological techniques	4	3
Learning of basic elements; lesson plans, etc.	4	3
N. A.	2	2
Other	8	7
<u>Least Value</u>		
Guest speakers	46	40
Large lectures	19	16
Inadequate library facilities	9	8
Busy-work; wasted afternoon hours	7	6
Films	7	6
Trips	6	5
Inappropriate/inadequate materials	5	4
Small group discussions	3	3
Demonstration Lessons	2	2
Learning of basic elements; lesson plans, etc.	1	1
N. A.	17	15
Other	4	3

*Totals more than 100% because some participants gave more than one answer.

Demonstrations fall into the middle group on both staffs' and participants' lists, while staff lectures and instructional materials are rated toward the low end of both lists. (The objectivity of the staffs' evaluations is appreciably enhanced by their willingness as self-critical as this.) The one exception to the general agreement between staffs' and participants' evaluation of program aspects is with regard to guest speakers. Apparently the staff, on the whole, was not as impressed with the speakers as the participants were. This evaluation is confirmed by the fact that 40% of the staff considered the guest speakers to be the least valuable aspect of the program. This one exception aside, however, the staff and participants evaluate the various aspects of the program in essentially the same way, an outcome that gives added substance to the findings and to the recommendations which might flow from it.

3. Staff recommendations for changes in the Institutes.

Each staff member was asked what changes he would make in six basic areas of the Institutes' operations if he were setting up the Institute again next year. (To be sure that no important suggestions falling outside these six areas could be missed, we also added another general question soliciting other recommendations.) These data have been tabulated within the six areas and are presented in a series of tables below. Suggestions made by even relatively few staff members have been included on the assumption that a recommendation may have some idea value even though it does not occur to many people. The information contained in these tables requires little additional interpretative comment.

a. Selection of participants

From the questionnaire responses and from our personal discussions with staff members it was quite apparent that the kind of participants taking part in such a program can make a real difference in the ability of the group to accomplish their objectives in the short period of time available. Participants attending primarily for the stipend can be a disruptive influence out of proportion to their members.

Thus, several of the recommendations made most often (e.g. "Admit only those with true commitments") reflect the need for a more careful selection of participants, both for the sake of the Institute and of the other participants (Table 20).

A second theme (not unrelated to the last) apparent in these recommendations is to limit participation to those who are most likely to use or benefit from the experience, such as current teachers of the disadvantaged, and inexperienced teachers. Some instructors said they found it hard to understand why, for example, per diem substitutes were among the participants or why a teacher of eighth grade English was part of a Math and Science group. Apart from the question involved as to the proper use of federal funds, the intent of these recommendations was to try and insure that every participant in the Institute would all be there only because he is seeking information that would be of immediate interest to him.

Table 20

Staff recommendations concerning the selection of participants.

Total	N (116)	% (*)
Should be limited only to those who <u>are</u> teaching d.c. at present	29	25
More careful screening; admit only those w/ true commitments	25	22
Priority given first to inexperienced teachers	25	22
Enrollment should be restricted to only one's specific subject area	19	16
Expand selection to include other/all school personnel	13	11
Applications should be approved/recommended by their administrators (principal; a.p., etc.)	13	11
No supervisors to attend same session as teachers	12	10
Earlier notification of participants to allow time for preparation and orientation	11	9
Separate institutes for JHS and elementary school teachers	10	9
More minority groups represented; less stress on Negro	7	6
Separation of experienced and non-experienced teachers	6	5
More equitable distribution of grade levels	3	3
Have a waiting-list to replace drop-outs	3	3
Limit enrollment to 1 or 2 sessions	3	3
Other	18	16
No changes; satisfied with present selection process	6	5
No answer	8	7

*Totals more than 100% because some participants gave more than one recommendation.

b. Program content.

The outstanding feature of Table 21 containing staff recommendations for changes in program is the stress placed on expanding its practical aspects -- at least three of the categories of recommendations may be so regarded. By contrast, only two of the smallest categories recommended greater emphasis on theoretical understandings and attitudinal changes. Thus, whether out of response to participant pressures, or out of their own analysis of the program, the staff apparently agrees with the participants' call for a program that is more relevant to their every day classroom needs.

The one other recommendation made with some frequency is for a greater uniformity of programming among Centers. This may reflect a problem caused by the lack of time available to set up the 1966 Institutes. One would expect that given sufficient pre-planning time a satisfactory core curriculum could be developed for use at all centers.

Table 21

Staff recommendations concerning program content.

	N (116)	% (*)
Total		
More uniformity and standardization among Centers	21	18
Greater opportunity to develop teaching techniques	16	14
More practice teaching	13	11
Allow instructors more leeway to create their own programs	9	8
Greater stress on subject matter	9	8
Courses in other areas (music, art, health, etc.)	8	7
More sociological insights and background of the disadvantaged	6	5
Combine social studies w/ Urban Studies	5	4
More materials for demonstration and distribution	5	4
More emphasis on discipline problems	5	4
Greater stress on affecting attitudinal change	3	3
Arrange separate courses for administrators	2	2
Less emphasis on subject matter	2	2
Participant evaluation reports	2	2
More preparation by students through assignments	2	2
Other	23	20
No changes necessary	13	11
No answer	5	4

*Totals more than 100% because some participants gave more than one recommendation.

c. Organization and time schedule

As seen in Table 22, the recommendation most often made by the staff regarding the organization and schedule of the Institutes is for a session longer than two weeks.

That this same recommendation was made by a much smaller proportion of participants may simply reflect the staff's greater awareness of the possibilities of additional material that could be covered.

The suggestion of separating math and science into two independent courses is made by just about every instructor of that course, and by every director. Further, the staff members in this subject are in particular called for a careful assignment of participants to grade level groups, each with an instructor who is thoroughly familiar with the curriculum of that level.

The third most salient recommendation in this set is for the Urban Studies course to be made basic for all participants. Apparently, there was some inevitable overlap among the various courses when each tried to give the incoming participant some understanding of the kinds of the adaptation a disadvantaged child brings into the learning situation. Those who recommend the Urban Studies as a base course generally feel that these kinds of issues can be handled there and the subject courses could then be devoted exclusively to methodology and curriculum.

Finally, the problem of the use of the afternoon hours for "research", and the concomitant issue of a shorter work day, form the basis for recommendations of a small group of staff members to eliminate the research and either eliminate the afternoon hours or to have more flexibility with them.

TABLE 22

Staff recommendations concerning organization and time schedule

	N.	%
Total	(116)	(*)
Longer time for each course	44	36
Separate math and science	33	28
Urban Studies as basic course for all	22	19
Shorter time for entire Institute	13	11
More pre-planning (i.e. during previous year)	16	14
Separate course by grade level and/or subject area	11	9
Eliminate "research hours" and use for demonstrators and group work	10	9
Shorter time schedule per day	9	8
More demonstrations by master teacher; Experimental classrooms	5	5
Flexibility in use of P.M. hours	5	4
Too demanding and repetitious a schedule for instructors	5	4
More adequate Center libraries	4	3
All instructors not needed for all presentations	3	3
Longer group sessions	3	3
Need more materials	3	3

TABLE 22 cont'd

Offer more courses	3	3
Standardization for P.M. hours	2	2
Other	28	24
No changes necessary	22	19
No answer	4	3

*Totals more than 100% because some participants gave more than one recommendation.

THE
OFFICE OF THE
ATTORNEY GENERAL

IN REPLY TO YOUR LETTER OF THE 10TH INSTANT, I HAVE THE HONOR TO ACKNOWLEDGE THE RECEIPT OF YOUR LETTER OF THE 10TH INSTANT, AND TO INFORM YOU THAT THE SAME HAS BEEN FORWARDED TO THE APPROPRIATE AGENCIES FOR THEIR CONSIDERATION. I AM SURE THAT THEY WILL TAKE THE NECESSARY STEPS TO BRING ABOUT THE PROMPT SETTLEMENT OF YOUR MATTER.

VERY RESPECTFULLY,
YOUR OBLIGED SERVANT,
J. H. [Signature]

d. Staffing

Table 23 reveals that 26% of the staff members were of the opinion that the staffing of the first Summer Institute established a pattern that works well and should be maintained. Another 14% of the recommendations concerned the need for additional clerical help to handle the job of producing special course materials. (On visits to the centers we often observed instructors hunched over typewriters or mimeograph machines).

Most of the remainder of the recommendations, however, concern suggestions for improving the competence of the professional staff. These can be categorized into two basic recommendations: (1) that staff members be extremely well grounded in the subject area they are teaching, and (2) that staff members should be experienced at the same grade level they are teaching at the Institute. While the first of these was obviously the intent of those responsible for staff selection, judging from this set of responses and the participants' recommendations for a better prepared staff, it is clear that there is room for improvement in this area.

e. Facilities and equipment

The major recommendations contained in this group concern a problem that was common to most, but not all centers (table 24). It was the inaccessibility of the host school's audio-visual office and science equipment and materials. This necessitated a frantic scurrying around by directors and staff members to round up the equipment and materials at their home schools. (In the two instances where the center director happened to be in his home school, the problem of course did not arise).

TABLE 23

Staff recommendation concerning staffing of Institutes

	N.	%
Total	(116)	(*)
Additional clerical help and assistants (re. lab.) necessary	14	12
Instructors should be teachers (experienced), not supervisors	12	10
Earlier notification and orientation	11	9
Staff should have specific background in the subject area they are going to teach	10	9
More careful and just selection of staff	10	9
Each team should represent the various grade levels	10	9
Better selection of head instructors; less autocratic	7	6
Personnel should be comparable to grade level being taught	6	5
An A-V specialist or coordinator for special demonstrations	6	5
Should have background in Urban Studies type of course or comparable experience	6	5
Greater cooperation and coordination among and within staffs	5	4
Should be selected from special-service schools	4	3
Restrict staff to supervisors only	4	3
Interviews for prospective staff members	3	3

TABLE 23 cont'd

Each area should have at least one representative from parochial school system	2	2
Staff should be selected by center director from within that school district	2	2
Other	16	14
No changes necessary	30	26
No answer	10	9

*Totals more than 100% because some participants gave more than one recommendation.

1. The first part of the paper is devoted to a discussion of the general principles of the theory of the structure of the atom.

2. In the second part, we shall consider the question of the influence of the external magnetic field on the structure of the atom.

3. The third part of the paper is devoted to a discussion of the question of the influence of the external electric field on the structure of the atom.

4. The fourth part of the paper is devoted to a discussion of the question of the influence of the external magnetic field on the structure of the atom.

5. The fifth part of the paper is devoted to a discussion of the question of the influence of the external electric field on the structure of the atom.

6. The sixth part of the paper is devoted to a discussion of the question of the influence of the external magnetic field on the structure of the atom.

7. The seventh part of the paper is devoted to a discussion of the question of the influence of the external electric field on the structure of the atom.

TABLE 24

Staff recommendations concerning facilities and equipment

	N.	%
Total	(116)	(*)
More equipment needed; a-v, duplicating, etc.	73	63
More adequate libraries	49	42
More materials needed	38	33
Improved physical facilities: parking, lunch area, air-conditioning	14	12
Newer, more varied texts and materials	13	11
Need to use outside libraries	9	8
Centers should be in disadvantaged areas	4	3
Bus available for trips	1	1
Other	18	16
No changes necessary	4	3
No answer	3	3

*Totals more than 100% because some participants gave more than one recommendation.

One would hope that in the future arrangements could be more readily made to have the host school's equipment available during the summer.

The other principal recommendation is the not unexpected one for better library facilities. The possible solution to this problem will be discussed in detail in the next section of this report.

f. Guest speakers

The substantial amount of staff criticism of some guest speakers is reflected in the list of recommendations, the top two of which may be considered together as calling for a better calibre person for this role. The recommendation that speakers be used during the afternoon period would seem to deal both with the problem of having more time for instruction and a more constructive use of the afternoon period (table 25).

V Discussion and recommendations

This partial evaluation of the 1966 summer Institutes for Teachers of the Disadvantaged had four main purposes:

1. to obtain some objective measure of the impact of the Institutes on participants' attitudes towards teaching the disadvantaged.
2. to obtain the participant's own estimates of the value of the Institute experience.
3. to describe the strengths and weaknesses of the Institutes' operations, and
4. to make recommendations for ways in which future Institutes might be improved.

This discussion of our findings will be based primarily on the data collected in the questionnaires completed by participants and staff, supplemented by the impressions gathered by observers in their personal visits to the centers.

TABLE 25

Staff recommendations concerning guest speakers

	N.	%
Total	(116)	(*)
More appropriate selection; more qualified	24	21
Should be prepared lists of capable, informed speakers for each subject area	18	16
Speakers should be pre-arranged	17	15
Speakers were good; inspiring	17	15
Use speakers during afternoon period	9	8
More from slum community; those who <u>are</u> working with disadvantaged should address smaller groups	8 6	7 5
Make more \$ available at each center for speakers	5	4
Should represent diverse points of view	5	4
Speakers who are invloved in curriculum revision	4	3
More speakers	4	3
Eliminate or limit guest speakers	2	2

TABLE 25 cont'd

Follow-up discussion and/or activities after each speaker	2	2
Should be professional scholars	1	1
Other	13	11
No answer	11	9

*Totals more than 100% because some participants gave more than one recommendation.

The statistics themselves, valuable as they are, cannot possibly describe fully the flavor and spirit of the Institutes. This can be gotten only from first-hand observations of the program in action which were gathered by members of the professional staff of the Center for Urban Education who visited the centers. We shall rely heavily on those observations to flesh out the statistical findings of our research, and will begin this section with some of these observations in order to set the stage for later discussion.

Perhaps one of the most important things that can be said regarding the Summer Institutes is that they took place; for to the great majority of the New York City school personnel who participated in this program, the Institutes represented a real "breakthrough" in our efforts to deal with the problem of how more successfully to educate our school's disadvantaged children. The simple fact that the Institutes occurred held out the promise to many that teachers can count on increased assistance from the Board in their efforts to reach the disadvantaged child.

Thus one of the things which most impressed a visitor to the Institute centers was the searching and inquiring attitude that characterized the great majority of those participating in the program. This was most readily observed in the small groups where the most spirited discussions were held and where more people had an opportunity to express themselves.*

Unlike the average college class where the student tends to be a more passive receiver of information, most of the members of these groups were active participants, measuring what was said against their own classroom experiences, and constantly questioning and probing for information of value.

In the main, the atmosphere of the Institutes' classrooms was that of professionals engaged in an intensive, cooperative effort to find workable

*Perhaps one of the most unexpected "pay-offs" of the program was the rise in mutual respect between the public and non-public school participants.

and meaningful solutions to the difficult problems confronting them.

The visitor was also struck by the variety of extremely relevant activities that could be observed taking place at the Institutes. While there was a considerable range in the types of activities carried on at the centers, the visitor could not fail to note the large amount of enthusiasm and creativity invested in these activities. For example, on the occasion of one visit, an Urban Study group was grappling with the issue of parent attitudes toward open enrollment through the technique of role-playing,** at another the instructors in a social studies group were engaged in a presentation of non-textbook instructional materials, and at a third a presentation of how to teach new math to the disadvantaged was taking place; all of the courses visited employed team teaching in a living demonstration of its possibilities; at some centers participants made their own books as an example of how the children might create something meaningful to his own background; demonstrations of how to employ a new classroom telephone as a communications and language arts aid were given by a representative of the phone company; guest experts came to discuss the latest innovations in the social studies and 1st grade curricula, etc. The staff's production during the summer of instructional materials for use with disadvantaged was additional evidence of their dedication to their tasks. In short, the enormous potential of the Institutes as a training ground for teachers of the disadvantaged was clearly evident on all sides.

**The switching of racial roles in this situation led to some deep insights, as well as to some very hilarious exchanges.

How well did these efforts succeed? This question can be answered ultimately only in terms of what happens this fall and in future years in the classrooms of the participants. For no matter what anyone says at this juncture concerning the effectiveness of the Summer Institutes, the only thing that really counts in the long run is how well this experience gets translated into more effective activities. A proposed research design to evaluate the classroom effects is shown at the end of the appendix.

Nevertheless, it was considered useful as part of this interim evaluation to try to obtain some measures of the more immediate impact of the Institute experience. This was done in three ways: (1) by means of a specially constructed attitude inventory whose items were factor analyzable into four separate attitude scales, (2) through a direct question on the Participants' Evaluation Questionnaire asking whether or not, as a result of taking the Institute course, they felt readier to teach a class of disadvantaged children, and (3) through the staff's estimate of the participants' reactions to the Institute experience.

It will be recalled that our results with the attitude inventory showed no difference between the experimental and control groups on any of the four scales, thus indicating that the Institute experience had no measurable impact on the four underlying attitudes represented by these scales:

(1) optimism regarding the educability of the disadvantaged child, (2) a readiness to use non-traditional approaches with the disadvantaged child, (3) a sensitivity to the disadvantaged child's personal needs, and (4) the threat of being physically harmed by the disadvantaged child.

These results deserve some interpretive comment. First of all, it must be pointed out that to effect a basic change in people's attitudes on important issues, or on modes of approach that have long been held, is not

an easy thing to do even under the best of circumstances.*

But a second possible explanation of these results and perhaps a more relevant one, is that the participants may not have been focusing on the kind of understandings typified by many of the items in the first two of these scales, but were instead concentrating on the more practical aspects of the Institute program. This interpretation is given support by the fact that almost 80% of the participants listed learning specific skills on classroom techniques as a purpose for coming to the Institute.

The second method used to measure the immediate impact of the Institute -- the participants' own estimate of his readiness to teach disadvantaged children -- showed that 84% of the respondents feel they benefitted from the experience and do feel better prepared to teach disadvantaged children as a result of it. This is a most impressive outcome. Quite apart from any basic changes in attitudes toward the disadvantaged that may or may not have occurred in a given teacher, if he feels more confident about doing his job because he now has more curriculum ideas or classroom techniques to draw on, then the Institute experience can be said to have had a very meaningful impact. Again it must be said the proof of the pudding will be when the teacher attempts to put these understandings into practice. But unless he feels he has learned something of value, he will not even try.

Finally, it will be recalled that the participants' self-estimate of the impact of the Institute is supported by the observations of the staff. Seventy-one percent of the staff members felt that the Institute experience has had a good or excellent impact and another 11% said it was fair or mixed.

*As many psychological studies have shown, new information is often distorted by an individual to fit his existing attitudes, or it may be blocked out altogether. The conditions under which the information is introduced is an all-important valuable.

Summarizing the results on the impact of the Institutes it may be said that they appear to have achieved one of their primary objectives, i.e., giving the participants a greater sense of confidence regarding the teaching of disadvantaged children even though they may not have substantially affected other fundamental attitudes concerning these children.

The fact that 84% of the participants feel readier to teach disadvantaged children as a result of their Institute experience is impressive. On the other hand, it is clear from all our sources of data that there is room for much improvement over the way the Institutes were conducted during the past summer. Considering the fact that it was the very first time the Institutes were run and that the whole project was set up within a six week period at the end of the school year, those involved in the undertaking can justly be proud of their accomplishments. In fact, many of the weaknesses to be discussed below can be attributed wholly, or in large measure, to the pressures of this time schedule.

For the sake of clarity, this presentation will be organized around six topics within which all the major aspects of the Institute may be discussed. These are : program, selection of participants, selection of staff, selection of guest speakers, organization and time schedule, and facilities and equipment. In the course of discussing each topic, recommendations will be made which flow from both the questionnaire data and the first-hand observations made by CUE personnel.

a. Program

A fundamental source of difficulty at the summer Institutes seemed to arise out of a somewhat different emphasis of program objectives as viewed by the staff and by the participants. Both groups acknowledged the importance of, and interaction between, understanding the sociological and psychological dynamics of the disadvantaged child, and translating these understandings

into specific classroom techniques and methods. Our data indicate, however, that the staff tended to perceive the former as the primary objective of the Institutes, while the participants were more interested in the latter. It is hard to tell whether given more time for pre-planning, the staff would have more nearly satisfied the needs of the participants, or whether the staff position represents a basic position that the "Why?" is more important than the "How?".* But the average teacher at the Institutes, although interested in the "Why?" was even more interested in obtaining information of immediate practical value in coping with her class of disadvantaged children.

Perhaps one of the most incisive comments on this issue came from the math-science instructor who said the following concerning program content:

"I would stress the same program content. However, I would give greater emphasis to specific teaching techniques than to philosophy about the disadvantaged. Philosophy should grow organically from a teacher's successful experiences in the classroom. Attitudes can only be reconstructed (if necessary) in such a context. Without the day-to-day ability to teach in the classroom, a teacher will develop negative attitudes and philosophy."

This orientation towards the practical permeates the reactions of the participants to all aspects of the program, and is an underlying determinant of many of their recommendations for changes.

Thus, on the basis of the various sources of data, the following recommendations concerning programming may be made:

- (1) Set up several classes of disadvantaged children (or make formal arrangements with existing programs) at a nearby school to provide an increased opportunity for participants to observe master teachers at work with these children.
- (2) Provide greater opportunities for participants to practice new curriculum, organization and techniques discussed at the Institute either with classes of disadvantaged children or within the Institute classes themselves.

*In this connection, it is of interest to note that staff members' strongest recommendation is for increasing the amount of specific classroom techniques taught at the Institutes.

- (3) Provide ample opportunities for small group discussion of the demonstration and practice lessons after they take place in order to derive most benefit out of them.
- (4) Limit the subject courses such as English, math, etc. to the above types of activities and relegate extended discussions of the characteristics of the disadvantaged child to a separate course.
- (5) To the extent it is possible, involve each group of participants in the planning of the specific course content. This, of course, would necessitate a certain flexibility in curriculum.

The selection of participants for the Institute

Although the level of involvement of participants was generally quite good, one of the most disconcerting and disruptive forces at work at the Summer Institutes was the presence of participants who were minimally, or not at all, concerned with the objectives of the program and attended solely for the stipend. While it is difficult to make estimates of an individual's motivations some procedure should be set up to screen out the unqualified or uninterested participant, either before or after he reaches the Institute. With a group of participants all of whom are intensely involved in the purposes of the Institute, it is easy to imagine a several-fold increase in the quantity and quality of its accomplishments. If a principle to guide the selection of participants may be summed up in a single phrase, it might be that participation in the Institutes should be made a sign of professional recognition and not a privilege to be enjoyed by all. Thus, the following recommendations are made concerning the selection of participants:

- (6) Strictly limit participation to those who are currently teaching disadvantaged children or who are already scheduled to do so in the following fall.
- (7) Set up a system of screening participants through questionnaires sent to two members of the applicant's home school. If in two independent

judgements the applicant is considered to be unsuitable for the Institute, he should not be admitted.

(8) The requirements for work at the Institutes should be made very clear to all participants before they enroll. If, in the opinion of the instructors at the Institute the participant is not meeting those requirements, he should not be allowed to continue.

(9) Non-elementary school teachers should be permitted to enroll only in their areas of specialty.

(10) First priority should be given to new and inexperienced teachers, and older teachers who feel the need for a fresh look at methods and curriculum.

(11) If possible, Yeshiva teachers, who face special problems with a different type of non-English speaking disadvantaged child, should be separated into their own groups.

Selection of staff

The staffing of a project such as the Summer Institutes involves some difficult and delicate problems.* Unlike a college classroom where an instructor might be able to "get by", this is not likely to happen in a classroom of professionals at the summer Institutes. As we stressed earlier, most of the teacher-participants at the institutes came to them in the expectation of learning something of immediate value. If the staff members were not able to provide this, it was at once evident to them.

While there is little question regarding the dedication and spirit of the overwhelming majority of the staff members at this year's Institutes, from the questionnaires and observations there is reason to believe that a number fell short of the high standards one would expect of a teacher of teachers.

Undoubtedly the time schedule precluded both a more careful staff selec-

*As for example, having a teacher as a head instructor with a principal as an assistant instructor.

tion process and the opportunity for those selected to plan their work more thoroughly. Under the circumstances, it is remarkable how very effectively the great majority of staff members carried out their assignments.

However, in view of the complexity of the problems involved in educating the disadvantaged, the dedication and enthusiasm of a staff member must be considered a necessary condition but clearly it is not a sufficient one. The standard for the Institute staff must be nothing less than the most creative, experienced, and effective teachers of the disadvantaged that can be found in New York City, and if necessary, even outside it. A staff member must be able to demonstrate, through his own classroom behavior, a thorough familiarity with methods of teaching the disadvantaged in his own subject area and the ability to communicate excitingly, a flexibility regarding his own pedagogical biases and a sensitivity to the personal interactions of the group.

The participant who comes to the Institute fired with a thirst to learn new ways to reach the disadvantaged and gets a rehash of old lesson plans may be psychologically worse off than if he had not come at all. The goal at the Institutes must be to minimize or eliminate completely the possibility of this happening.

It is suggested, therefore, that no other considerations besides excellence as a master teacher of the disadvantaged be allowed to enter into the staff selection process.* To this end a careful, long-range and thoroughly objective screening process should be instituted.

*For example, 37% of that year's instructional staff were assistant principals. While one would normally expect A.P.'s. to be better qualified than most teachers, they did seem to be present on the staff very disproportionately to their numbers in the teacher population.

The following recommendations for staff selection procedures are therefore suggested:

- (12) Staff members should have extensive experience teaching disadvantaged children and should be currently teaching the disadvantaged, or have done so in the not-too-distant past.
- (13) Staff members should be assigned to teach only in their areas of specialty and to participants of the same grade level experience as their own.*
- (14) Experts in each of the subdivisions of the courses should be present on each center staff (e.g. "reading skills" specialist a "related language arts" specialist, and a "non-English" specialist should be present in each English team.) In addition, a specialist in the full range of A-V equipment should be on the staff of each center.
- (15) The screening process to find the best teachers of the disadvantaged should be set up early in the school year so that summer vacation plans will not have been fixed by the time final staff appointments are made.
- (16) The applications of all potential staff members should be screened by an impartial committee. Interviews should be held with the best applicants and, if time allows, observations should be made of their classroom performance.
- (17) Staff selection should be completed early enough in the school year to allow ample opportunity for pre-planning of curriculum and organization.
- (18) Every effort should be made to provide for a racially integrated staff at each center, particularly in courses such as Urban Studies or Social Science.

d. Selection of Guest Speakers

Guest speakers can, in effect, be considered extensions of the Institute staff, the main difference being that they can provide a level of expertise in a given area which the resident staff cannot. This expertise may be the product of academic research or it may arise out of long years of personal

*52% of the staff of the 1966 Summer Institutes were from junior high schools or high schools while approximately 70% of the participants were elementary school teachers.

experience with a problem. (Some of the most effective guest speakers this summer were neighborhood people who came to discuss their lives in the ghetto.)

Because guest speakers occupy a special role, the participants expect more from them, and perhaps judge them even more critically because of it. And it is not surprising to find that those who speak on topics concerning new curriculum and classroom techniques are highly appreciated.

The majority of guest speakers on the program during this past summer were generally well received by the participants, and a little less so by the staff. However, there apparently were some glaring exceptions to fairly high level performance of this majority, and in several instances the speakers left their audiences with a bitter feeling resulting from a non-constructive assault on the teaching profession.

Another problem regarding speakers is that often participants would have to listen to discussions of topics on a completely different grade level or course area and would feel this was a waste of time for them.

Finally, it was apparent that the scheduling of speakers presented some difficulties and that much time and effort was wasted trying to find available speakers for each session. This was probably due both to the lack of time available for pre-planning and the busy schedules of many of the speakers.

The recommendations in this area follow, quite obviously, from the above discussion:

(19) Speakers who would be available to all centers should be carefully screened by a special committee which would be functioning well before the opening of the Institutes so that schedules could be set up well in advance.

(20) A speaker in a specific course area and grade level should have an audience composed of suitable participants.

(21) Speakers should represent diverse points of view and background. (The use of local community speakers can demonstrate the kind of thing that might be done with classes of disadvantaged children.)

e. Organization and Time Schedule

The major difficulty in the areas of organization and scheduling stemmed from three main sources: (a) the inadequate amount of time allotted to cover the course content, (b) the overlapping which occurred when each course considered some of the same background material on the learning process of the disadvantaged child, and (c) where and how participants use their afternoon hours.

The problem of inadequate time has to take into account three other considerations. The first is that a whole morning was usually taken up at the opening of each session for the filling out of various forms and the orientation given to new participants. The second is that the large lecture classes often made it difficult to cover ground that was of salient interest to all participants. And the third is that the speakers and trips, valuable as they might be, cut sharply into the time available for the morning discussions.

While there must be adequate time to cover essential topics, it is felt that a relatively short course session creates a certain atmosphere of intensity of work where "every minute counts." This mood itself may be a very valuable source of motivation that could become dissipated if the sessions were overly extended. With the above considerations in mind, the following recommendations are made concerning the organization and time schedule of the Institutes:

(22) Each of the courses should meet for not more than three weeks.

(23) Establish Urban Studies as a prerequisite to all other courses and, if possible, offer it as an in-service course during the Spring. In Urban Studies should be considered all issues regarding a better understanding of the disadvantaged child, including the topic of class discipline.

(24) The fundamental organizational unit of the Institutes should be the small group workshops, divided into two or three grade levels, depending on the subject matter. The larger groups should meet only for special guest lectures or for occasional over-views of the curriculum of several grade levels to give the participant a broader perspective.

- (25) Devote every morning of each course to intensive small group workshops and demonstrations on techniques, curriculum, methods, etc. Instructors with sub-specialties would rotate to each of the groups for one or more days at a time.
- (26) Devote the afternoons to guest speakers, presentations of publishers' representatives, films, local trips, etc.
- (27) Separate math and science into two separate courses.
- (28) Limit the entire period of the Institutes to six weeks so that the staff and those participants enrolled in all six weeks can have a "breather" both before and after the sessions.
- (29) Gear the total number of participants who may enroll in each subject at each center to the demands for the course instead of establishing a fixed number of courses in a given subject at each center.
- (30) Limit the small groups to not more than 12 to 15 participants so that frequent active participation by every member of the group will be possible.
- (31) Daily assignments should be eliminated, but the participants should be responsible for presenting at least two demonstration lessons each during the two week course.

f. Facilities and Equipment

It will be recalled from the body of this report that the problems in this area are clear-cut, and were traceable mainly to the shortage of planning time. Furthermore, their remedies are so obvious that no extended discussion is required. Hence, at the risk of stating the obvious, they may be listed as follows:

- (32) Arrangements must be made with the Institutes' host schools to make all necessary A-V equipment, office equipment, etc., available to the Institute staff. Expendable materials should be provided by the Institute.
- (33) Library facilities at the centers must be enlarged and overnight use of books allowed. Assignments should be made, if possible, to have participants use nearby university libraries.
- (34) Centers should be located in or near disadvantaged areas so that participants will more readily be able to get to various summer programs run in these areas, and so that contacts with the community will be made easier.

Summary and Conclusions

On the basis of the data collected in the course of this study it is the writer's opinion that the Summer Institutes for Teachers of the Disadvantaged has the potential for becoming one of the most significant of all current efforts to more effectively reach children of the inner city schools.

The basis for such optimism stems from both observations of the accomplishments of the initial program this past summer and from a projection of what could be accomplished under less pressured circumstances.

Assuming for the moment that the conditions under which the program might operate could approach the ideal, it is hard to imagine a more propitious set of elements in a learning situation. On the one side are the participant teachers who have been finding their work with disadvantaged children less than rewarding, and consequently are very strongly motivated to find new tools to cope with their problem. On the other side are the highly skilled master teachers who have long been employing successful methods and understandings in their work with these children. If these elements are brought together within a tightly-knit, well-organized, intensive series of daily discussions, demonstrations, opportunities for practice, etc. and the participants in the program are relieved of any financial burden arising out of attendance at the program, it should produce a most meaningful result.

In view of the incredibly short period available for planning, the 1966 Summer Institutes appears to have made a most impressive beginning toward the goal of better preparing teachers of the disadvantaged for their jobs. Although some underlying attitudes toward teaching disadvantaged children do not seem to have been affected by the Institute experience, it was found that the vast majority of participants now do feel more prepared to teach this type of child. In itself, this must be considered an extremely important accomplishment. Moreover, the spirit and enthusiasm typifying the majority of both staff and participants in this initial program amply demonstrates the extent to which the Institutes were filling a fundamental need. But having said this, it must also be recognized that the accomplishments of this past summer, impressive as they are, are just a beginning.

On the basis of responses to the questionnaires, and our own observations of the program, some suggestions have been offered in the preceding section as to how future Institutes might move toward the "ideal" set of circumstances noted earlier. These suggestions will not be repeated here, but it is considered worthwhile to reemphasize the importance of the screening procedures for both staff and participants, since the value of the Institutes clearly hinges on these two factors more than anything else. With a carefully screened staff of master teachers and a group of participants whose primary motive is to increase their capabilities as teachers of the disadvantaged, there is little question that the Summer Institutes could become one of the most important operational centers in the city for the training of new teachers and the upgrading of skills of experienced ones. Given the dedication and competence of those responsible for the first institute program, and given sufficient pre-planning time, it is difficult to imagine that the Summer Institutes will not fulfill their promise.

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APPENDIX

LIST OF TABLES

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TWO-WAY ANALYSIS OF VARIANCE TABLES FOR EXPERIMENTAL
TREATMENT BY CENTER (ORIGINAL FACTOR MEANS AS CRITERION VARIABLE).

	SS	Factor I df	Variance estimate	F
Exptl. Treatment	375.55	1	375.55	17.11**
Center	612.75	9	68.08	3.10*
Interaction	408.82	9	45.42	2.07*
Within	20626.80	940	21.94	
Total	22077.93	959	23.02	
<u>Factor II</u>				
Exptl. Treatment	138.28	1	138.28	21.66**
Center	138.35	9	15.37	2.41*
Interaction	210.60	9	23.40	3.66*
Within	6001.72	940	6.38	
Total	6457.58	959	6.73	
<u>Factor III</u>				
Exptl. Treatment	73.30	1	73.30	.46
Center	6.13	9	.90	.57
Interaction	19.25	9	2.14	1.36
Within	1434.04	940	1.53	
Total	1511.46	959	1.58	
<u>Factor IV</u>				
Exptl. Treatment	.08	1	.08	.02
Center	64.24	9	7.12	2.04
Interaction	45.25	9	5.03	1.42
Within	3319.94	940	3.53	
Total	3422.36	959	3.57	

* Significant at .05 level

** Significant at .01 level

TWO-WAY ANALYSIS OF VARIANCE TABLES FOR EXPERIMENTAL
TREATMENT BY COURSE (ORIGINAL FACTOR MEANS AS CRITERION VARIABLE).

	SS	Factor I df	Variance estimate	F
Exptl. Treatment	136.19	2	136.39	6.08*
Course	530.47	4	132.62	5.92**
Interaction	161.96	4	40.49	1.80
Within	21275.75	950	22.40	
Total	22077.93	959	23.02	
<hr/>				
		Factor II		
Exptl. Treatment	48.27	2	46.87	7.57**
Course	279.67	4	69.92	10.97**
Interaction	77.12	4	19.28	3.02*
Within	6055.61	950	6.37	
Total	6457.55	959	6.73	
<hr/>				
		Factor III		
Exptl. Treatment	.98	2	.98	.03
Course	6.34	4	1.57	1.01
Interaction	15.88	4	3.97	2.54*
Within	1462.40	950	1.56	
Total	1511.62	959	1.58	
<hr/>				
		Factor IV		
Exptl. Treatment	.25	2	.25	.07
Course	11.41	4	2.85	.80
Interaction	12.60	4	3.15	.86
Within	3327.91	950	3.57	
Total	3422.86	959	3.57	

*Significant at .05 level

** " " .01 " "

TABLE A3

TWO-WAY ANALYSIS OF VARIANCE TABLES FOR
 EXPERIMENTAL TREATMENT BY PUBLIC OR NON-PUBLIC SCHOOL
 TEACHER (ORIGINAL FACTOR MEANS AS CRITERION VARIABLE).

	SS	Factor I df	Variance estimate	F
Exptl. Treatment	65.86	1	65.86	3.15
Type of school	147.16	2	73.58	3.50*
Interaction	24.40	2	12.20	.58
Within	20086.35	954	21.05	
Total	22077.93	959	23.02	
Factor II				
Exptl. Treatment	53.99	1	53.99	8.92**
Type of school	47.31	2	23.65	3.91*
Interaction	26.64	2	13.32	2.20
Within	5770.72	954	6.05	
Total	6417.58	959	6.73	
Factor III				
Exptl. Treatment	.47	1	.47	.30
Type of school	6.11	2	3.06	1.96
Interaction	1.41	2	.70	.45
Within	1484.44	954	1.56	
Total	1511.88	959	1.58	
Factor IV				
Exptl. Treatment	.00	1	.00	.00
Type of school	.81	2	.40	.11
Interaction	.44	2	.22	.06
Within	3413.70	954	3.58	
Total	3422.85	959	3.57	

*Significant at .05 level

** " " .01 " "

TWO-WAY ANALYSIS OF VARIANCE TABLE FOR EXPERIMENTAL TREATMENT BY GRADE LEVEL (ORIGINAL FACTOR MEANS AS CRITERION VARIABLE).

	SS	Factor I df	Variance estimate	F
Exptl. Treatment	157.40	1	157.40	6.95**
Grade level	152.69	3	54.23	2.40
Interaction	22.30	3	4.27	.19
Within	22547.72	952	22.63	
Total	22577.93	959	23.02	

		Factor II		
Exptl. Treatment	105.96	1	105.96	16.21**
Grade level	15.59	3	5.20	.80
Interaction	21.23	3	7.08	1.08
Within	6223.08	952	6.54	
Total	6257.58	959	6.55	

		Factor III		
Exptl. Treatment	.30	1	.30	.19
Grade level	6.21	3	2.07	1.32
Interaction	.32	3	.11	.07
Within	1406.05	952	1.57	
Total	1511.48	959	1.58	

		Factor IV		
Exptl. Treatment	10.45	1	10.45	2.92
Grade level	5.21	3	1.07	.30
Interaction	9.06	3	3.02	.81
Within	3408.03	952	3.58	
Total	3422.75	959	3.57	

**Significant at .01 level

TABLE A5

TWO-WAY ANALYSIS OF VARIANCE TABLES FOR
EXPERIMENTAL TREATMENT BY YEARS TEACHING EXPERIENCE
(ORIGINAL FACTOR MEANS AS CRITERION VARIABLE).

	SS	Factor I df	Variance estimate	F
Exptl. Treatment	135.81	1	135.81	6.17**
Yrs. teaching exp.	264.75	5	56.95	2.56*
Interaction	76.17	5	15.23	.69
Within	21105.99	948	22.36	
Total	22077.91	959	23.02	
Factor II				
Exptl. Treatment	72.74	1	72.74	11.58**
Yrs. teaching exp.	127.68	5	25.51	4.06*
Interaction	39.96	5	8.00	1.27
Within	2255.84	948	5.28	
Total	6457.55	959	6.73	
Factor III				
Exptl. Treatment	.45	1	.45	.29
Yrs. teaching exp.	5.93	5	1.19	1.15
Interaction	6.01	5	1.20	.77
Within	1471.52	948	1.55	
Total	1513.41	959	1.58	
Factor IV				
Exptl. Treatment	.52	1	.82	.23
Yrs. teaching exp.	10.29	5	2.06	.57
Interaction	11.84	5	2.37	.66
Within	3402.96	948	3.59	
Total	3422.56	959	3.57	

*Significant at .05 level

** " " .01 "

TABLE 16

TWO-WAY ANALYSIS OF VARIANCE TABLE FOR
EXPERIMENTAL TREATMENT BY YEARS TEACHING DISADVANTAGED CHILDREN
(ORIGINAL FACTOR MEANS AS CRITERION VARIABLE).

	SS	Factor I df	Variance estimate	F
Exptl. Treatment	51.28	1	51.28	2.26
Yrs. teaching d.c.	297.41	5	59.48	2.53
Interaction	34.58	5	6.92	.31
Within	21059.30	948	22.52	
Total	22077.92	959	23.02	

	SS	Factor II df	Variance estimate	F
Exptl. Treatment	91.07	1	91.07	14.35**
Yrs. teaching d.c.	342.25	5	68.45	10.59**
Interaction	36.57	5	11.31	1.74
Within	5111.57	948	6.44	
Total	6457.36	959	6.73	

	SS	Factor III df	Variance estimate	F
Exptl. Treatment	1.16	1	1.16	.74
Yrs. teaching d.c.	3.03	5	.61	.30
Interaction	3.41	5	1.12	.71
Within	1474.43	948	1.55	
Total	1511.48	959	1.58	

	SS	Factor IV df	Variance estimate	F
Exptl. Treatment	6.73	1	6.73	1.46
Yrs. teaching d.c.	3.12	5	1.62	.45
Interaction	18.15	5	2.83	.79
Within	1397.14	948	3.58	
Total	1422.36	959	3.57	

*Significant at .05 level

** " " .01 " "

Table A7

Factor I Score Means of Experimental and
Control Groups by Course Taken

Course	Experimental			Control		
	N	Mean	S.D.	N	Mean	S.D.
English	139	5.87	4.76	61	5.50	4.40
History & Social Studies	172	5.88	5.02	64	5.31	4.50
Urban Studies	159	5.59	4.17	60	5.28	4.55
Math & Science	139	6.57	5.22	101	4.12	4.60

Factor II Score Means of Experimental and
Control Groups by Course Taken

Course	Experimental			Control		
	N	Mean	S.D.	N	Mean	S.D.
English	139	4.24	2.42	61	3.90	2.28
History & Social Studies	172	4.15	2.48	64	3.82	2.60
Urban Studies	159	4.72	2.41	60	3.80	2.21
Math & Science	139	4.17	2.07	101	2.88	2.20

Table A8

Factor I Score Means of Experimental and
Control Groups by Public or Non-
Public School Teacher

Type of School	Experimental			Control		
	N	Mean	S.D.	N	Mean	S.D.
Public	472	6.42	4.32	216	5.32	4.22
Non-Public	131	3.19	5.23	59	2.32	4.23

Factor II Score Means of Experimental and
Control Groups by Public or Non-
Public School Teacher

Type of School	Experimental			Control		
	N	Mean	S.D.	N	Mean	S.D.
Public	472	3.47	2.11	216	3.33	2.11
Non-Public	131	2.21	2.95	59	2.03	2.70

Table A

Factor I Score Means of Experimental and Control Groups by Grade Level

Grade Level	Experimental			Control		
	N	Mean	S.D.	N	Mean	S.D.
1 - 6	272	5.37	4.96	198	5.50	4.77
7 - 9	196	5.64	4.77	116	4.77	4.10

Table B
Factor II Score Means of Experimental and Control Groups by Grade Level

Grade Level	Experimental			Control		
	N	Mean	S.D.	N	Mean	S.D.
1 - 6	272	2.46	2.57	198	1.22	2.17
7 - 9	196	2.47	2.17	116	2.47	2.07

TABLE A16

Factor I Score Means of Experimental and Control Groups by Years Teaching Experience

Years Teaching Experience	Experimental			Control		
	N	Mean	S.D.	N	Mean	S.D.
0 - 4	132	4.22	1.27	79	4.52	1.31
5 - 9	172	4.74	1.17	81	4.57	1.17
10 - 19	171	4.71	1.17	81	4.39	1.17
20 - 29	171	4.37	1.17	81	4.37	1.17
Over 30	171	4.03	1.17	81	4.03	1.17

TABLE A17

Factor II Score Means of Experimental and Control Groups by Years Teaching Experience

Years Teaching Experience	Experimental			Control		
	N	Mean	S.D.	N	Mean	S.D.
0 - 4	132	3.19	1.17	79	3.19	1.17
5 - 9	173	3.95	1.17	81	3.95	1.17
10 - 19	171	3.95	1.17	81	3.95	1.17
20 - 29	171	3.95	1.17	81	3.95	1.17
Over 30	171	3.70	1.17	81	3.70	1.17

TABLE II
 Score Means of Experimental and
 Control Groups by Years Teaching Disadvantaged

Years Teaching Experience	Experimental			Control		
	N	Mean	S.D.	N	Mean	S.D.
0 - 2	217	5.53	4.60	136	4.04	3.11
3 - 5	197	5.61	4.43	90	3.92	2.87
6 - 9	102	6.00	4.54	60	4.00	2.80
10 - 20	73	6.15	5.01	42	4.00	3.10
Over 20	5	6.20	5.00	5	4.00	3.00

TABLE II
 Score Means of Experimental and
 Control Groups by Years Teaching Disadvantaged

Years Teaching Experience	Experimental			Control		
	N	Mean	S.D.	N	Mean	S.D.
0 - 2	217	4.31	3.00	136	3.31	2.11
3 - 5	197	4.38	2.90	90	3.22	2.00
6 - 9	102	4.50	2.80	60	3.20	2.00
10 - 20	73	4.50	2.80	42	3.10	2.00
Over 20	5	4.52	2.70	5	3.00	2.00

Two-way analysis of variance for Y_1 in Y_{12}

treatment by Center (adjusted factor means as criterion variable)

TABLE I

	SS	df	Variance	
Exptl. treatment	42.54	1	42.54	
Center	67.22	9	7.47	**
Interaction	21.64	9	2.40	1.66
Within	19.99	45		
Total:	151.39	54		

TABLE II

Exptl. treatment	42.54	1	42.54	
Center	15.33	9	1.70	2.37 *
Interaction	163.16	9	18.13	3.13 **
Within	15.33	45		
Total	176.36	54	3.24	

TABLE III

Exptl. treatment	.011	1	.011	
Center	.02	9	.02	
Interaction	1.51	9	.168	
Within	1151.14	45		
Total:	1152.58	54	1.54	

TABLE IV

Exptl. treatment	1.17	1	1.17	.33
Center	1.17	9	1.17	1.17
Interaction	4.74	9	4.74	1.17
Within	1.17	45		
Total	7.25	54		

*Significant at .05 level

** " " .01 " "

Two-way analysis of variance for experimental

treatment by course (adjusted factor means as
criterion variable)

FACTOR I

	SS	df	Variance estimate	F
Exptl. treatment	11.61	1	11.61	1.11
Course	3.24	2	1.62	.16
Interaction	10.97	2	5.48	1.50
Within	2477.43	74	33.48	
Total:	2502.25	77	32.50	

FACTOR II

Exptl. treatment	9.10	1	9.10	1.97
Course	2.17	2	1.08	.14
Interaction	13.1	2	6.55	.92
Within	2477.43	74	33.48	
Total:	2501.80	77	32.50	

FACTOR III

Exptl. treatment	.01	1	.01	.00
Course	1.37	2	.68	.04
Interaction	11.34	2	5.67	1.04 **
Within	2477.43	74	33.48	
Total:	2501.15	77	32.50	

FACTOR IV

Exptl. treatment	.0003	1	.0003	.00
Course	1.27	2	.63	.11
Interaction	1.16	2	.58	1.14
Within	2477.43	74	33.48	
Total:	2501.92	77	32.50	

**Significant at .01 level

Table A14

Two-way analysis of variance tables for experimental

treatment by school type, school teacher (adjusted factor means as criterion variable)

			Variance estimate	F
Exptl. treatment	9.25	1	9.25	1.17
Type of school	17.70	1	17.70	2.20
Interaction	.46	1	.46	.06
Within	19237.78	944	20.40	
Total:	19376.19	947	20.46	

FACTOR II				
Exptl. treatment	4.37	1	4.37	.74
Type of school	6.47	1	6.47	1.09
Interaction	.4	1	.4	.06
Within	5541.30	944	5.87	
Total:	5551.30	947	5.89	

FACTOR III				
Exptl. treatment	.66	1	.66	.11
Type of school	1.13	1	1.13	.20
Interaction	.2	1	.2	.03
Within	1457.00	944	1.55	
Total:	1459.00	947	1.57	

FACTOR IV				
Exptl. treatment	6.47	1	6.47	1.26
Type of school	1.60	1	1.60	.31
Interaction	7.96	1	7.96	1.52
Within	330.74	944	3.51	
Total:	339.74	947	3.54	

Table A15

Two-way analysis of variance tables for experimentaltreatment by grade level taught (adjusted factor means as
criterion variable)FACTOR I

	SS	df	Variance estimate	F
Exptl. treatment	18.04	1	18.04	1.87
Grade level	108.92	2	54.46	2.82
Interaction	1.85	2	.93	.04
Within	19615.58	944	20.78	
Total	19706.20	949	20.77	

FACTOR II

Exptl. treatment	17.95	1	17.95	5.87
Grade level	1.92	2	.96	.16
Interaction	34.75	2	17.37	1.66
Within	5609.75	944	5.94	
Total:	5633.06	949	5.94	

FACTOR III

Exptl. treatment	.06	1	.06	.04
Grade level	1.13	2	.57	.57
Interaction	.80	2	.40	.26
Within	1459.53	944	1.55	
Total:	1463.10	949	1.54	

FACTOR IV

Exptl. treatment	4.48	1	4.48	1.26
Grade level	3.21	2	1.60	.45
Interaction	15.91	2	7.96	2.24
Within	3347.86	944	3.55	
Total:	3359.75	949	3.54	

Two-way analysis of variance tables for experimentaltreatment by years of public experience (adjusted factor means
criterion variable)FACTOR I

	SS	df	Variance estimate	F
Exptl. treatment	36.43	1	36.43	1.78
Yrs. teaching exp.	344.24	4	86.06	4.20 **
Interaction	115.70	4	28.93	1.41
Within	19358.14	944	20.51	1.41
Total:	19688.36	953	20.66	

FACTOR II

Exptl. treatment	15.04	1	15.04	2.59
Yrs. teaching exp.	203.06	4	50.76	8.75 **
Interaction	52.48	4	13.12	2.26
Within	5474.49	944	5.80	
Total:	5631.25	953	5.91	

FACTOR III

Exptl. treatment	.02	1	.02	.02
Yrs. teaching exp.	13.90	4	3.48	2.26
Interaction	2.46	4	.62	.40
Within	1448.56	944	1.53	
Total:	1470.	953	1.54	

FACTOR IV

Exptl. treatment	.01	1	.01	.00
Yrs. teaching exp.	15.83	4	3.96	1.11
Interaction	1.07	4	.27	.08
Within	3305.23	944	3.50	
Total:	3322.14	953	3.53	

**Significant at .01 level

Two-way analysis of variance tables for experimental
treatment by years of teaching experience of children (adjusted factor
means as criterion variable)

Factor I

	SS	df	Variance estimate	
Exptl. treatment	17.75	1	17.75	.86
Yrs. teaching d.c.	197.40	4	49.35	2.41 *
Interaction	20.55	4	5.14	.75
Within	1994.63	918	20.58	
Total:	19105.32	927	20.61	

Factor II

Exptl. treatment	31.24	1	31.24	5.36 *
Yrs. teaching d.c.	242.67	4	60.67	10.38 **
Interaction	11.54	4	2.89	3.13 *
Within	5348.70	918	5.82	
Total:	5450.74	927	5.89	

Factor III

Exptl. treatment	.11	1	.11	.71
Yrs. teaching d.c.	.06	4	.04	.27
Interaction	.43	4	.11	.70
Within	141.77	918	.15	
Total:	142.37	927	.15	

Factor IV

Exptl. treatment	.26	1	.26	.75
Yrs. teaching d.c.	.15	4	.06	.74
Interaction	.15	4	.04	.78
Within	307.26	918	.33	
Total:	307.62	927	.33	

*Significant at .05 level

CENTER FOR URBAN EDUCATION
33 West 42 Street, New York

Educational Practices Division
Nathan Brown, Associate Director

Evaluation of New York City School District educational projects funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10) - performed under contract with the Board of Education of the City of New York 1965-66 School Year.

Joseph Krevisky
Research Coordinator, Title I Projects

S.U.T.E.C. A PROJECT TO DEMONSTRATE THE EFFECTIVENESS
OF A SCHOOL UNIVERSITY TEACHER EDUCATION CENTER IN PREPARING
TEACHERS OF DISADVANTAGED CHILDREN.

Dr. Max Gewirtz, Research Director
District Superintendent, Retired
Board of Education of the City of
New York.

Assisted by:
Mr. George Weinberg, Senior
Educational Associate, Center for
Urban Education

August 31, 1966

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Objectives of the Project:

The primary objective of the School University Teacher Education Center Program is comprehensive training of teachers of disadvantaged children.

The specific aims are to:

- a) Prepare teachers by means of a program extending into the pre-tenure years, using an elementary school in a disadvantaged area as a focal point.
- b) Provide a pattern for making optimum use of school and college facilities for the preparation of teachers for schools in disadvantaged areas.
- c) Provide a nucleus of teachers who, through participation in the undergraduate and pre-tenure phases of this project, are well equipped to serve as leaders in other schools in disadvantaged areas of New York City.
- d) Provide a prototype educational facility responsive to community problems and needs in disadvantaged areas.
- e) Upgrade the education for the children enrolled in the experimental school (P.S. 76 Queens) and in the other schools to which college students in the project will later be assigned as teachers.

The Planned Program:

- A) The Planned Program is to provide these added instructional personnel in the experimental school (P.S. 76 Queens)
 1. An additional Assistant Principal, to visit classrooms, give demonstration lessons, and assist teachers in presenting course content meaningful to the children in terms of their backgrounds.
 2. Three additional teachers to provide remedial assistance and to assist in the development of new materials.
 3. Three resource teachers to help teachers make use of community resources such as libraries, business establishments, parks, churches, etc.

4) An audio-visual coordinator to collect audio-visual equipment and materials, appropriate to multi-racial groups, preview these materials before presentation, familiarize teachers with the contents, and train teachers in the use of equipment.

5) A speech teacher to work with individual children and with groups.

6) A psychologist.

7) A social worker.

8) A psychiatrist, part-time.

9) A physician, part-time.

10) A nurse, part-time.

11) A dentist, part-time.

12) School aides, part-time.

13) A school secretary to serve the additional personnel.

B) Additional services and activities at the Elementary School Level

1) In addition to the free-lunch program, food will be provided appropriate to various cultural groups, for the before-school study program, the after school study program, and the snack program.

2) Library resources such as books, magazines, newspapers, in English and foreign languages, related to various cultural groups, and to community activities.

3) Teacher orientation for those newly assigned to the school, to include background material on the student population and the neighborhood presented by guest speakers representing local community groups such as police, business, clergy, housing, welfare, fire prevention.

4) Summer school recreational programs, and camping experiences.

5) An after school study center.

6) Cultural trips.

C) Additional Activities on the College Level

- 1) Library resources to reflect the cultural and intellectual features of the children's background and common interest.
- 2) A curriculum production program supervised by a Curriculum Specialist.
- 3) A summer trip program for pre-tenure teachers consisting of visits in the school neighborhood, visit to community leaders and to parents.
- 4) Pre-professional experiences of teacher-trainees such as observation of experienced teachers, participation in classroom activities, in community research, and in inter-disciplinary courses.
- 5) An Inquiry-Research Center active in community research projects, teaching and providing new materials for teachers in the center for the students.

Facilities

The project is located in P.S. 76 Queens, new school designed for a pupil enrollment of 1400, but for the purpose of the project the enrollment is limited to 950 kindergarten through grade 6, so as to allow adequate space for the various activities described in the plans.

Project Area

The experimental school, P.S. 76, Queens, is located in a mixed factory and low income residential area in Long Island City. The school has been designated as a "special service" school and is thereby entitled to additional personnel and services. The school population is mixed culturally and economically. Culturally, it consists of approximately 60 percent of the older European immigrant "white" groups and 40 percent of Negroes and Puerto Ricans. Economically half of the white families are very poor, half middle income. Of the Negroes and Puerto Ricans, three quarters are poor and one quarter middle income.

Evaluation Design

Since the present phase of this project involves planning for the following school year (1966-1967), the basis of evaluation has been observation, interviewing, and description. The goal of evaluation has been to ascertain to what extent planning has been in progress. To obtain this information, the school was visited at different times in June, August, and September. Key personnel included the two Co-directors, the Coordinator, the Research Coordinator, a Resource Teacher, the Audio-Visual Coordinator, the physician, four newly appointed teachers, a Neighborhood Youth Corps worker in charge of Day Camp Counselors and a Secretary. Teacher orientation sessions were observed as were staff meetings of the S.U.T.E.C. group.

Findings

The project staff is well trained, committed, and experienced. They have chosen to participate in the project because they are interested in the problems of education in a difficult urban setting. They like to work with children and are sympathetic to the problems of disadvantaged children, including members of minority groups. Without exception, those interviewed were enthusiastic about their participation in this attempt to find solutions to the problems of teaching "disadvantaged" children. The principal of the school is a mature, experienced educator, with respect and warmth for pupils, teachers, and parents. His co-director, a member of the staff of Queens College, is an enthusiastic teacher of education students. She has many ideas and specific plans to prepare students for teaching disadvantaged children. The coordinator is fitted by temperament, cultural identification, and skills in human relations to carry on the day-to-day planning and operation in an organization binding two groups, school and college in a common undertaking. The physician has experience in pediatrics and a psychological background to enable her to do a careful diagnosis of children with reading difficulties.



The audio-visual aids coordinator is experienced in teaching as well as the audio-visual aides; energetic, resourceful in ordering his materials, following up in orders not received in time, and borrowing equipment from other schools, to use in teacher and parent workshops. The four newly appointed teachers are eager, hard-working neophytes who asked to be appointed to the experimental school. They see their service in the school as an opportunity to grow professionally and to implement their feelings for children who need help. They were glad to be able, during the summer, to meet the children who would be in their classes in the fall, visit some of the parents, and become acquainted with the community setting of the school. The adolescent Neighborhood Youth Corps enrollees acting as day camp counselors were having an educational experience in getting to know their city and the satisfaction of participating in a project to help children in their community.

The members of the Queens College Staff see in the S.U.T.E.C. Program an opportunity to work on a research problem in an empirical setting. It represents research in a live setting, with the ability to check their findings at interim points. At the same time it is refreshing to be in contact with all the persons involved in the situation:- children, parents, teachers, teacher aides, education students, administrators. They are optimistic about their quest to uncover the origins and backgrounds of the elements of disadvantage in the lives of the children.



RECOMMENDATIONS

1. The pattern of dual directorship presents a source of difficulty and confusion. The Principal of the school should have the responsibility for all the activities that take place in the school. The College Administrator is responsible for the services that the College provides in the school. In order for the Principal to carry out his responsibilities in the school, the College Administrator should submit all plans and procedures to the Principal so that these are properly integrated into the functioning of the school. This is consistent with the cultural pattern in the community; teachers, parents and other members of the community regard the Principal as the leader of the school and hold him responsible for its operation.

2. A Community Advisory Board should be organized. The Advisory Board should consist of representatives from various groups in the community such as business, labor, denominational groups, social agencies, i.e. family agencies, community centers, Ys, etc. The Parents Association should also be represented. The Advisory Board should have the professional services of a Community Coordinator, a person with a degree in social work and experience in community organization. He should be supervised by the College Coordinator.

The Community Advisory Board should act as a line of communication between the school and the community, interpreting each to the other. It should meet regularly, elect its own officers, and finance itself, except for the salary of the Coordinator. Its recommendations should be seriously considered by the school; when it is not possible to carry out any recommendation, the reasons should be fully discussed with the Advisory Board. The functioning of the Advisory Board should help make



the school responsive to the needs of the community and help the community understand the efforts the school (and Project) are making to meet those needs.

The Bureau of Supplies of the Board of Education needs to devise means to expedite the delivery of supplies ordered by the school for the Project. Concrete materials are a basic requirement for the successful instruction of disadvantaged children. The absence of such materials changes the teaching process from the concrete to the abstract and places a strain on both teachers and pupils. The delay in delivery of supplies thus interferes with carrying out the basic aims of the Project.

SCHOOL UNIVERSITY TEACHER EDUCATION CENTER

P.S. 76 and Queens College Education Department
 36-36 Tenth Street
 Long Island City, New York

Abraham Kaplan, Principal
 Lawrence Chazon, Assistant Principal
 Kraftowitz, Assistant Principal

Dr. Thelma Adair, Co-director
 Mildred Roberts, Project Coordinator

QUEENS COLLEGE STAFF INVOLVED IN THE S.U.T.E.C. PROGRAM

<u>Staff Member</u>	<u>Title</u>	<u>Function</u>
Philip Furst	Sociologist (2/3 time with S.U.T.E.C.)	Community studies. Building background information file on community. Guiding college students in community contacts. Available as consultant for classes. (2/3 time) Part of advance summer staff.
Frankie Beth Nelson	Anthropologist	Instructional responsibilities. Teaches class in sociological and anthro- pological foundations of education. Works with parent groups. Investigates community attitudes toward education. Was part of summer staff conducting community workshops
Marcia Guttentag	Education. Psychologist (2/3 time)	Instructional responsibilities teaching Education. Psychology in coordina- tion with course in curriculum methods and materials. Cooperating in designing research. Assisting in selecting and developing instruments for research.
Ruth Dale	Curriculum Specialist	Coordination of college staff's work in producing materials for use with college students, teachers and children in schools. Development of written and Audio Visual materials to fit needs of urban children. Evaluating the effectiveness of such materials. Evaluating commercially produced materials Cooperates in the instructional area by serving as a resource person for the college staff.



7

SCHOOL UNIVERSITY TEACHER EDUCATION CENTER

QUEENS COLLEGE STAFF INVOLVED IN THE S.U.T.E.C. PROGRAM

<u>Staff Member</u>	<u>Title</u>	<u>Function</u>
Elaine Chapline	Education. Psychologist (full time)	Coordination of Research Heads Inquiry Institute in order to: Facilitate translation of research findings into implications for teaching and materials development. Designing and planning studies of personality and cognitive and background factors of college students related to teaching performance
Lucille Perryman	Curriculum Specialist	Instructional materials responsibili- ties; teaching curriculum course and children's literature course for college students. Cooperating in supervision of students' work in classrooms. Cooperating in development of school's organizational pattern for pre-school level. Guiding beginning pre-school teachers in the development of their program; i.e., group composition, home visits. Refining existing techniques and de- veloping new techniques for describing and evaluating children's growth; i.e., language development motor development interpersonal and social skills' development, etc.

Additional research staff members are provided for in our budget.



School-University
Teacher-Education Center
(P.S. 76, Queens)

Summer Program

Neighborhood Youth Corps
Vocational Work Study Group

Places visited by teenagers and children:

United Nations
Pan Am Building
Daily News Building
Chrysler Building
RCA Building - NBC T.V. Tour
Newsweek Building
St. Patrick's Cathedral
Radio City Music Hall
New York Times Building
George M. Cohen Building
Time-Life Building
Allied Chemical Building
Chase Manhattan Money Bank Museum
Museum of Famous People
Contemporary Crafts Museum
Statue of Liberty
Fire Dept. Museum
Guggenheim Museum
Empire State Building
Police Academy
Brooklyn Children's Museum
Central Park Zoo
Bronx Zoo
Washington Square
Rockefeller Center
Museum of Natural History
Cardinal Spellman's Residence
Grand Central Station



REACTION TO SUMMER PROBATIONARY EXPERIENCE

I consider myself quite fortunate to have worked at and with S.U.T.E.C. this summer. My learning experiences have been valuable to me as a teacher and as a person.

The in-service staff workshops were excellent. The guest speakers provided a wide scope of information about educational materials, the school and its surrounding areas. The individual committees were worthwhile discussions about school problems. These workshops made me feel part of the staff and not just the "student teacher".

As a student I had wondered where all the books come from. As a teacher I found out. For the first few weeks I was busy checking, typing, and rechecking books and "R" requisitions. At times I felt this was not what I was supposed to be doing. During these times I did not feel that I accomplished much except to brush up on my typing. However, this secretarial work brought me into contact with school personnel other than teachers. At times I observed that a school is only as efficient as its secretaries.

Working in our "office" I was introduced to the administration. As a beginning teacher, this was a great benefit to me. I know the administration and its policies before I even start teaching. Our "meetings" prepared me for what I will be expected to do.

Starting with S.U.T.E.C. from the beginning gives me an enormous feeling of pride. I feel very acquainted and at home with its dreams and ideas. The discussions we had with Dr. Adair and Mrs. Mann were very helpful. It was a good feeling to know they were there when I needed help.

The negative attitudes I have are few. I felt there was too much secretarial work to do. After all the books were ordered the work tapered off somewhat. During the month of June I felt I was used by the administration. I was made a substitute teacher without any advance notice or preparation. Substituting in classes I knew nothing about was a threatening experience. It made me feel very inadequate. It was at times like these that I had second thoughts about teaching.

One of the worst things about the program was not getting paid. There was a certain edginess when we did not get paid. I was losing my motivation quickly. What do I tell the phone company -I have a job but I don't know when I'm getting paid. I don't know whether the disappointment of not getting my check or the lure of the country made me decide to leave the program early. At this time, I still have not received any word.

Despite these bad experiences I feel that this teacher-training program definitely should continue. Working at S.U.T.E.C. has placed me in the thick of the program. It has given me an insight into the school administration, staff, and children that I might not have gained any other way. This summer program has instilled confidence and competence in me. My only hope is that I can fulfill all the dreams that S.U.T.E.C. has inculcated in me.

CLASS I D

ROOM 304

FIRST DAY PLAN

This plan is tentative. It will respond to and develop and change with the children. There is much time allotted for maximum opportunities for pupil-teacher planning. The flexibility of this plan provides a variety of first hand experiences for the children.

Introduction to

- a. Room
- b. Children
- c. Teacher and Student Teacher

Routines

- a. hanging up coats
- b. entering and leaving the room and school
- c. signals for getting teacher's and children's attention
- d. inspections, attendance, milk and lunch money, etc.
- e. class supplies
- f. class and classroom responsibilities

Reading Diagnostic Tests

- a. open end sentences
- b. open book
- c. ditto sheets

Arithmetic Diagnostic Tests

Introduction to School Daily Bulletin

Paint class mailbox

Introductory lesson on sound - use tape recorder

Plan for decorating the classroom - make a disc for the door

Plan for class library

Sing Down - use guitar

Read a chapter of a story

Discussion of what we did during the day and what we will do on Tuesday

CLASS ID

SEATING PLAN

It is my hope that certain specific needs of the children will be met by this seating plan. It is flexible.

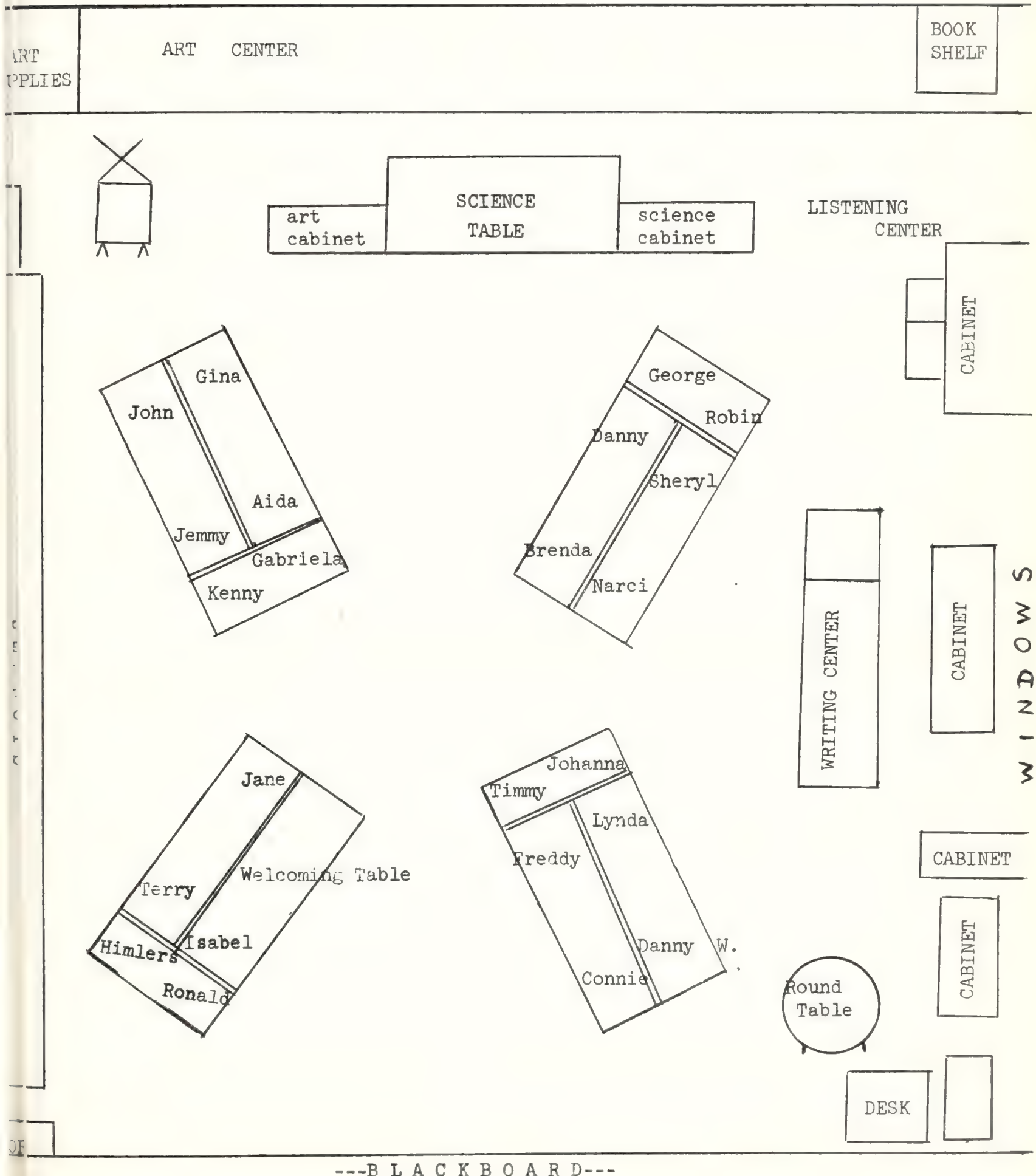
John: bright but aggressive and emotional	Gina: bright, creative
Jemmy: bright, well behaved	Aida: needs encouragement, pleasant
Kenny: needs a great deal of help	Gabriela: works well
George: progresses well	Robin: good worker, anxious to please
Danny K: well behaved, science good	Sheryl: outstanding student
Brenda: depressed, very aggressive, cannot make friends	Marci: cooperative and considerate
Jane can do fine work, very aggressive	Isabel: well behaved, needs encouragement
Terry: very bright, well adjusted	Ronald: oral good
Himlars: aggressive, speech difficulty	
Timmy: very aggressive, math good	Johanna: withdrawn, music good
Freddy: excellent student	Lynda: talkative, good work
Connie: very aggressive, must be made to feel wanted, sits near me	Danny W: good in all areas

INFORMAL SEATING ARRANGEMENT:

I would prefer to make this up after I have seen the children interact in their "formal seats".

CLASSROOM PLAN

Room 304





School University Teacher Education Center
 P. S. 76 Queens
 36-36 Tenth Street
 Long Island City, New York

Telephones: 361-0127
 361-0145

Abraham Kaplan, Principal
 Thelma Adair, Co-Director

To: SUTEC College Personnel
 From: Thelma Adair

SUTEC has been a beehive of activity all summer. A complete resume of all programs and activities is available. I wish to point up a few things that might be of particular interest to you as you prepare for the fall.

1. The school from pre-kindergarten through fifth grade has been organized on a non-graded basis. (The two sixth grades remained intact and work a phasing out of the last P.S. 83 classes). The organization plan used is a composite of many ideas and will need to be modified as experience indicates. Classes are heterogeneously grouped, boy-girl balance, ethnic balance, pupil interest and needs as indicated on records and as identified by staff acquainted with a child's record of scholastic achievement, etc.

2. An individualized approach to reading instruction will be used in all classes. Many, many extra trade books have been ordered to insure each class a sufficient supply of books according to the needs of the pupils. Some delay in delivery is anticipated but within a reasonable period of time most class needs could be met.

3. Ways to individualize instruction in the curriculum areas is to be pursued. Special attention is being given to the kinds of mathematics materials and experiences that are available. Budgetary limitations have prevented us from ordering sample supplies for each classroom with the exception of Cuisenaire Rods. The Small Team Centerrooms for each class cluster will be used as a common mathematics center until additional materials are procured.

4. Specific areas will be designated for each class. These may be the small team centerrooms, or space in the library distribution room, or assistant-to-principal offices, etc. Specific areas should make it easier to schedule conferences involving the student teachers, participants, members of the Inquiry Institute, Research Institute, Health Services, Guidance Services, college courses, curriculum committees, etc.

5. SUTEC will soon need a committee or committees. Each teacher in the school will have an opportunity to serve on a curriculum committee, service committee and "an ungraded" committee.

6. The project proposal suggests that the school provide "before school experiences" for the pupils. A tentative beginning is being made toward providing



a more informal beginning of the school day. In lieu of lines and classes moving into the school en mass -children after 8:30 (hopefully as early as 8:00 or 8:15) will be admitted to the building. A choice of activities will be provided supervised by school teaching staff and school aides. This procedure was discussed at both the Teacher In-service Workshops and Aide In-service Workshops.

7. The total food program has been reviewed. Plans for breakfast are being developed. The lunch period will be staggered with approximately one-third of the school eating at a time. School aides and student teachers will be asked to eat with the children in small group family-style setting. This should permit for a relaxed and satisfying period. A choice of activities for pupils will be provided during the lunch period, table games, film showing in the auditorium, in-door games in the gym, out-of-door games, the library and art rooms will be opened. Many other possible experiences have been discussed and will be added.

8. The school has a number of additional aids hours assigned because of the SUTEC project. A number of ways effectively using school aides have been explored at our Aide Summer Workshops. During the fall period many of these suggestions will be implemented.

The school will be cooperating with the local community progress center in the use of specially trained aides. The aides assigned will possess a variety of skills -perhaps you will find them helpful in your activities.

9. The Center is negotiating for a bus to be assigned daily for the total school day. Early morning, noontime and afternoon pick-ups must be made for college students. During the morning and afternoon (9-11:30 and 1-2:45) the bus will be free for the pupils' use. With the bus the school community becomes a daily teaching resource. The school's proximity to the major traffic arteries puts the various boroughs at our doorstep. So flexible trip scheduling under a variety of conditions to the usual, not so usual and even unique places can be a daily reality.

10. A full time Audio-Visual Coordinator is a part of the regular school staff. The services of the Coordinator were available for some planning and organization of equipment during the summer.

It is hoped that rooms eventually will be individually equipped with basic audio-visual equipment such as, primary typewriters, taperecorders, phonographs, filmstrip projectors, etc. Every room is equipped to receive from the closed-circuit television. Discussion as to the use of this facility is invited.

11. The majority of the school building facilities have been completed. Plumber strikes, work stoppages, lack of parts, etc. will mean that there are still many unfinished areas. This will present some operating difficulties and frustration. For the most part offices and classroom are ready.

12. The SUTEC Library is in the process of "becoming" - \$1080. of books, magazines have been ordered under ESEA Title I Funds. Additional funds have been requested. Copies of professional books, magazines and papers are being sought. Remember SUTEC as you scan your library shelves.

5. SUTEC will soon need a committee on committees. Each teacher in the school will have an opportunity to serve on a curriculum committee, service committee and "an ungraded" committee.



Procedures for organizing and implementing the committee structure were developed in the summer supervisory conferences. Committees should be representative of the total SUTEC project, thus membership should include school and college teaching and supervisory personnel, student teachers, researchers and appropriate members of other project components. Committee meeting time, place, etc. can be announced in the daily school bulletin. Minutes of committee meetings should be distributed to all staff, teaching, supervisory, health, guidance, research, etc. This may seem cumbersome and burdensome. We welcome suggestions as to ways of keeping everyone informed of activities and projected plans. The size and scope of the project make it mandatory that channels of information be established and maintained. So help us in the "Search" for better ways of doing this!

Summaries of the Summer SUTEC programs are available in Room 108.



School University Teacher Education Center
P. S. 76 Queens
36-36 Tenth Street
Long Island City, New York

Abraham Kaplan, Principal
Thelma Adair, Co-Director

SUTEC Speaking

From: Thelma C. Adair

To: All Student Teachers

Welcome, you are expected, wanted and needed. In fact you are one of the chief ingredients of the SUTEC "product mix". You are one of our main reasons for SUTEC existence. You perhaps are full of who, why, when questions. Let's try a few answers.

What is SUTEC?

SUTEC is the School University Teacher Education Center of Queens College of the University of the City of New York and the Board of Education of New York City.

Why was SUTEC formed?

Several years ago administrators and educators of fourteen cities seeking solutions to problems of urban schools participated in the 14 Great Cities Project. Three of the school systems participating in this project were asked to develop special demonstration programs. New York City was one of the three, and as far as we know the only one ready to implement a program.

Who sponsors SUTEC?

The project proposal for the School University Teacher Education Center was developed jointly, by members of the Education Department of Queens College and designated staff of the Board of Education of New York City. This is one of the unique features of SUTEC. It is a cooperative endeavor of a college preparing teachers for the Urban Complex and a school system seeking competent teachers to meet the many needs of schools in the Urban Complex.

What is SUTEC really?

A project to demonstrate the effectiveness of a School University Teacher Education Center in preparing teachers for schools in the Urban Complex.



Where is SUTEC

SUTEC is located in Public School 76 Queens, at 36-36 Tenth Street, Long Island City, New York.

Who will be a part of the SUTEC project?

The project will include approximately 950 pupils enrolled in P.S. 76, Queens, Pre-Kindergarten through sixth grade, approximately 150 Queens College students, parents and other persons from the community, staff of the school and various center components.

Who are the pupils?

The school population is drawn from several nearby areas. It will be an integrated and ethnically-economically balanced school population. A large percentage of the pupils will be bussed into the school.

College students?

Approximately 35 sophomores, juniors, seniors respectively will be selected at random each for participation in the project. They will continue to be related to the project during their first three years of teaching.

What are the specific objectives of the project?

The primary objective of the School University Teacher Education Center is to provide a comprehensive educational program for teachers planning to work in the schools of the Urban Complex.

The project will:

- a. Prepare teachers by means of a program beginning in their sophomore year and extending into the pre-tenure years, using an elementary school representative of the multi-faceted dimensions of the Urban Complex as the focal point.
- b. Provide a pattern for making optimum use of school and college facilities for the preparation of teachers for schools in the Urban Complex.
- c. Provide a nucleus of teachers, who, through their participation in the undergraduate and pre-tenure phases of this project, are well equipped to serve as leaders in other schools, especially schools in so-called disadvantaged areas of New York City.
- d. Provide a prototype educational facility responsive to community problems and needs in an urban setting.

Translated -- This means that Queens College and the Board of Education of New York City hope to provide a program that will produce teachers that are able to understand the problems of schools in urban setting, to understand the needs of children in schools of the Urban Complex, to be able to cope with the diversity and multiplicity of problems peculiar to schools of the Urban Complex,



to begin professional studies early in the college sequence in the typical school setting, to see and experience the best possible program for elementary-age children.

To be a part of the search for: effective teaching procedures; appropriate, realistic, informative, appealing curriculum materials; diversified learning experiences that will meet the needs of each pupil; maximum utilization of the creative abilities of the total school staff; maximum utilization of children and parent potential; effective use of skills and abilities of professionals in other disciplines; continuing evaluation and growth for good education for all children.



SCHOOL UNIVERSITY TEACHER EDUCATION CENTER

P.S. 76 and Queens College
36-36 Tenth Street
Long Island City, New York

Abraham Kaplan, Principal

Dr. Thelma Adair, Co-director

CURRICULUM AND SERVICE COMMITTEES

AIM: To build on our workshop experiences, our reading program evaluation and develop a school-wide program of action and assistance to all teachers. The SUTEC curriculum committees have their beginnings in the SUTEC July, 1966 in-service workshops.

In their excellent evaluation of our July, 1966 inservice workshops, the participating SUTEC staff members indicated their real satisfaction in being able to participate in the planning, implementing and evaluating of our SUTEC program.

The staff expressed the hope, in their workshop evaluations, that the entire faculty of SUTEC would continue to have the opportunity to actively participate in the development of our curriculum decisions, programs, practices and materials. This is our challenge, our hope, our responsibility.

Through actively functioning curriculum and service committees, our SUTEC staff will have the opportunity for real participation in the administrative decision-making process at SUTEC.

Our teachers have a considerable contribution to make to this process and the development of our program. It is the teacher who effects change and not the program in and of itself. We are stating in SUTEC that teachers are professionals, with the talent, creativity, experience, training, background and responsibility for self-direction and self-evaluation as they continually experiment and teach creatively in terms of sound educational philosophy. They have special insights into the needs and experiences of their pupils.

The ultimate goals, responsibilities and activities of these committees would be decided by the committee members as representatives of the thinking of the total staff, guided by the particular needs of the SUTEC program.

CURRICULUM AND SERVICE COMMITTEES THAT WILL MEET DODAY, FRIDAY, SEPTEMBER 9th from 1:10 p.m. to 1:45 p.m.

READING IMPROVEMENT COMMITTEE :				Temporary co-chairmen:		Ismay Lawrence
						Liz Palmer
Room: 230	Marvis Hazel	Eleanor Beers				Martha Fodor
	Peter Ruikis					
Bernadine Clay						

<u>COMMUNICATION SKILLS COMMITTEE:</u>		Temporary chairman:		Michael Friedman
Room: 228	Rose Swirsky	Stella Rizzo		
	Wendy Winitt	Diana Moutsinas		

LUNCHROOM PROGRAM COMMITTEE: Temporary chairman: Marion Yordan

<u>Room: 205</u>	Florence Fertik	Brenda Robinson
	Lorraine Schuman	Lucy Newman

PUPIL PARTICIPATION COMMITTEE: Temporary chairman: Harley Granger

<u>Room: 204</u>	Michael Lastoria	Diana Petkanas
	Mary Weiner	Marjorie Eckmann

EARLY CHILDHOOD COMMITTEE: Temporary chairman: Patricia Dunn

<u>Room: 126</u>	Helene Levine	Isabelle McNellon
	Miriam Morris	Eileen Helfer

Membership on all committees is voluntary and flexible.



SCHOOL UNIVERSITY TEACHER EDUCATION CENTER

P.S. 76 and Queens College Education Department
36-36 Tenth Street
Long Island City, N. Y.

Mr. Abraham Kaplan, Principal
Florence Chazon, Assistant Principal
Leo Kraftowitz, Assistant Principal

Dr. Thelma Adair, Co-Director
Mildred Roberts, Project Co-ord.

6-1	330	Weiner, Mary A.
6-2	332	Lastoria, Michael
1G	319	Friedman, Michael
IH	315	Moutsinas, Diana
IJ	317	Rizzo, Stella A.
IK	328	Palmer, Elizabeth
IL	207	Bokor, Selma
IA	300	Seiden, Gail
IB	301	Petkanas, Diana B.
IC	302	Clay, Bernadine
ID	304	Winitt, Wendy
IE	307	Lawrence, Ismay E.
PM	200	Buxton (Greenberg), Barbara
PN	202	Cesere (Schuman), Lorraine
PO	309	Eckmann, Marjorie M.
PQ	305	Sharabura, Catherine
PR	308	Robinson, Brenda L.
PS	311	Budne, Estelle
PE	208	Krimsky, Florence D.
PF	210	Chambers, Lucille A.
PG	204	Bakalis, Dorothy
PH	205	Beers, Eleanor
PI	206	Shanker, Pearl R.
PJ	211	Roukis, Peter
PA	217	Mohen, Jewel
PB	219	Swirsky, Rose
PC	226	Morris, Miriam J.
PD	228	Noguera, Nina
Kg. 1	115	McNellen, Isabelle
Kg. 2	115	McNellen, Isabelle
Kg. 3	117	Helfer, Eileen
Kg. 4	117	Helfer, Eileen
Kg. 5	126	Dunn, Patricia
Kg. 6	126	Dunn, Patricia
Kg. 7	123	Hazel, Marvis A. (all day kindergarten)

Pre Kg.	119	Levine, Helena A.
Pre Kg.	121	Wishner, Sybil T.

Other Teaching Positions

Art	Newman, Lucy
Corrective Reading	Fodor, Martha
Cluster ($\frac{1}{2}$)	Sadow, Beatrice
Early Childhood Cluster	Friedman, Natalie
Health Ed.	Goldstein, Donald A
Home Economics	Yordan, Marion
Library	Fertik, Florence
Music	Dropkin, Barbara K.
Science	Molomut, Miriam
Speech	Schosheim, Pearl
Speech (Wed. only)	Grasso, Robert
I.T.T.	Brodwin, Jane S.
Audio Visual Coordinator	Granger, Henry R.
Guidance	Carr, Frances

School Secretaries

Blumenthal, Diane
 Diamond, Ruth
 Rogol, Nettie
 Vacancy 2/5

SCHOOL UNIVERSITY TEACHER EDUCATION CENTER

P.S. 76 and Queens College Education Department
36-36 Tenth Street
Long Island City, New York

Mr. Abraham Kaplan, Principal

Dr. Thelma Adair, Co-director

OUR DAILY BULLETIN

September 12, 1966

1. WELCOME

A hearty welcome to all newcomers and "oldcomers" to P.S. 76, the School University Education Center, a cooperative "effort for excellence" of the Board of Education and Queens College. Many of the exciting innovational ideas introduced and discussed by Drs. Thelma Adair, John Ames and Jack Roberts at our summer workshop were well detailed in our September calendar distributed last Friday.

2. CHANGING ROLES

Please refer to the mimeographed minutes of the Supervisory Workshops of Monday, August 8th, distributed at Friday's meeting, for a description of the changing role of the teacher and all professional personnel at S.U.T.E.C. Additional copies are available in room 108.

3. READING IMPROVEMENT COMMITTEE

The Reading Improvement committee met at 1:10 on Friday. The minutes of the Reading Improvement Committee meeting of Friday, September 9th, are in your mailboxes, thanks to committee secretary, Bernadine Clay. Committee members will be asking you your views on school reading needs this week. Committee members include:

Temporary chairmen, Ismay Lawrence, Liz Palmer, Martha Fodor, Peter Roukis, Eleanor Beers, Marvis Hazel, Bernadine Clay, assistant principal Florence Chazon, and resource supervisor, Florence Mann.

4. ROUTINES

Have teachers informed Mrs. Diamond (general office) of children reported to have moved?

5. Have teachers distributed Emergency Home Contact Cards?

6. Send to indicated persons requests for materials or services needed.
(Use mail-boxes)

Audio-Visual	Mr. Granger - Room 203
Textbooks	Mrs. Chazon
Supplies: Science	Mrs. Molomut
Art	Miss Newman
Math. and General Supplies	Mr. Kraftowitz
Curriculum bulletins	Mrs. Chazon

7. Have teachers distributed SLI forms for free or paid lunch?

8. MAILBOXES

Mailboxes should shortly have individual teacher's names with boxes arranged alphabetically, replacing the anonymity of room number designations. Use these to facilitate communication.

9. YOUR BULLETIN

This is our staff bulletin. Please let Wendy Winitt know of any special activities of your class, the day prior to desired publication.

10. CONGRATULATIONS

Our congratulations again to the new Mrs. Cesere and Mrs. Buxton.

11. TEACHERS-IN-TRAINING

The Teacher-in-Training Supervisor, Mrs. Mann, will be meeting this week with her cooperating teachers and teachers-in-training for planning joint efforts.

12. The Teacher-in-Training Supervisor, Dr. Frankie Beth Nelson, will begin joint meetings on September 19th.

13. College classes begin on Monday, September 19th.
College buses will be available for use by our pupils and teachers during the morning and afternoon school hours.

14. ADMINISTRATIVE DETAIL

As stated in this month's Calendar notes, to facilitate maximum communication Our Daily Bulletin should include administrative information previously included in day notices, newsletters and "calendars".

15. PARENT-COMMUNITY RELATIONS COMMITTEE

Staff members of the Parent-Community Relations Committee will include -

Aline Kitchin, Jewel Mohen, Estelle Budne and Miriam Morris

They will meet on Tuesday, September 13th, at 2:15 p.m. in Mr. Kaplan's office.

16. INFORMAL OPENING

A very quiet first day prepares us to begin our long planned for and discussed "informal opening" on Tuesday, September 13th.

17. COLLEGE MEETING

The first College staff meeting will be held Wednesday, September 14th, at Queens College in room "400" of the Dining Hall.

SCHOOL UNIVERSITY TEACHER EDUCATION CENTER

P.S. 76 Queens and Queens College Education Department
36-36 Tenth Street
Long Island City, New York 11106

COURSES TAUGHT AT P. S. 76 QUEENS

- Ed. 1X- Special S.U.T.E.C. Course; a study of Culture in Urban
Settings- Miss Harmon
- Ed. 10- Human Growth and Development with Learning
Process- Dr. Guttentag
- Ed. 30- Literature for Elementary School
Children- Dr. Perryman
- Ed. 44- Guiding Child Growth and
Development- Dr. Leiner



July, 1966

SUMMER INSTITUTE FOR TEACHING OF THE DISADVANTAGED CHILD

PARTICIPANT'S EVALUATION QUESTIONNAIRE

Instructions

The Center for Urban Education, an independent educational research organization, has been assigned the task of appraising the Summer Institute for Teachers of the Disadvantaged Child with a view to improving future programs. As part of this research we are asking the participants in the Institute to give us their reactions to it, favorable as well as unfavorable. Since at the time you complete this questionnaire you may have participated in more than one session of the Institute, we would like you to focus your replies around the session you are currently attending.

Please answer all questions as specifically as you can, and feel free to use the back of the page if not enough space is provided for your answers.

In order to obtain a full and open response, we are requesting that you do not sign your name to this questionnaire.

1. What were your purposes in attending the Institute?

10-

11-

2. What specific understandings and techniques did you gain from attending the Institute? (Please state fully.)

12-

13-

3. Listed below are the various aspects of the Institute's program. Please rate each one in terms of how valuable you found it to be by circling one of the numbers from -3 to +3. If you feel it was of no value, circle -3; if you feel it was extremely valuable, circle +3. If you feel that it was somewhere in between circle one of the numbers from -2 to +2. Then kindly explain your reasons for this rating in the space provided below the rating scale.

Of no Value			a. <u>Guest Speakers</u>			Extremely valuable	
-3	-2	-1	+1	+2	+3	14-	

Reasons for rating:

15-

16-

b. Demonstrations of Special Equipment, such as Projectors, etc.

-3	-2	-1	+1	+2	+3	17-
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Reasons for rating:

18-

19-

c. Demonstration Lessons

-3	-2	-1	+1	+2	+3	20-
----	----	----	----	----	----	-----

Reasons for rating:

21-

22-

d. Other Staff Presentations

-3	-2	-1	+1	+2	+3	23-
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Reasons for rating:

24-

25-

e. Small Group Discussions

-3	-2	-1	+1	+2	+3	26-
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Reasons for rating:

27-

28-

Of no
valueExtremely
valuablef. Field Trips

-3	-2	-1	+1	+2	+3	29-
----	----	----	----	----	----	-----

Reasons for rating: _____ 30-

_____ 31-

g. Reading Assignments

-3	-2	-1	+1	+2	+3	32-
----	----	----	----	----	----	-----

Reasons for rating: _____ 33-

_____ 34-

h. Instructional Materials

-3	-2	-1	+1	+2	+3	35-
----	----	----	----	----	----	-----

Reasons for rating: _____ 36-

_____ 37-

i. Institute Library

-3	-2	-1	+1	+2	+3	38
----	----	----	----	----	----	----

Reasons for rating: _____ 39-

_____ 40-

4. What recommendations would you make for changes in the Institute's program, facilities, materials, schedule, organization or staffing?

_____ 41-

_____ 42-

5. a. How would you rate the level of communication between staff and participants at the Institute?

Very <u>poor</u>						<u>Excellent</u>	
-3	-2	-1	+1	+2		+3	43-

Reasons for rating: _____

44-

b. How valuable was the opportunity you had to discuss problems and ideas with other participants at the Institute?

Of no <u>value</u>						<u>Extremely Valuable</u>	
-3	-2	-1	+1	+2		+3	45-

Reasons for rating: _____

46-

6. Do you feel that as a result of your attendance at the Institute you are better prepared to teach a class of disadvantaged children? (If "yes," How? If "no." Why not?)

47-

48-

49-

7. a. Would you be interested in attending a future Institute for teachers of the disadvantaged?

Yes _____ 50-1
 No _____ -2
 Not sure _____ -3

- b. (For those responding with "Yes" or "Not sure" to Question 7a):

Would you be willing to attend: (check one)

Only with remuneration _____ 51-1
 Even without remuneration _____ -2

CLASSIFICATION DATA

Center at which Institute is being held _____ 52-

Institute course being completed in current session:

English _____ 53-1
 History & Social Studies _____ -2
 Urban Studies _____ -3
 Math & Science _____ -4

Number of sessions taken to date: _____ 54-

Total number of sessions you are registered for this summer.....: _____ 55-

Present school assignment:
 (check one)

Public school _____ 56-1
 Non-Public school _____ -2

Grade level taught _____ 57-

Total years of teaching experience _____ 58-

Total years of teaching disadvantaged children _____ 59-

Today's date _____ 60-

1. Of the several objectives of the Institute, which did you personally feel was the most important? second most important? etc.
2. In your opinion, which aspects of the Institute program (i.e. speakers, demonstration lessons, small group meetings, trips, etc.) were of most value to participants? (Why?)
3. In your opinion, which aspects were of least value? (Why?)

4. If you were setting up the Institute again next year, what changes would you make concerning each of the following areas?

a. Selection of participants

b. Program content

c. Organization and time schedule

4. (continued)

d. Staff

e. Facilities and equipment

f. Guest speakers

(Summer Institutes for Teachers of the Disadvantaged)

5. What other suggestions for changes do you have?

6a. How would you rate the level of communication and cooperation among the members of the staff at your center? (Kindly explain and illustrate.)

6b. How would you rate the level of communication and cooperation between staff and participants at your center? (Kindly explain and illustrate)

7. What is your estimate of the impact of the program on the participants?
(On what specific observations do you base this estimate?)

8. How has the Institute affected your own professional growth? (Please explain)

July, 1966

SUMMER INSTITUTE FOR TEACHERS OF THE DISADVANTAGED CHILD

TAI INVENTORY

Each of the statements listed below expresses an attitude or concept concerning the disadvantaged child. Kindly indicate the extent of your agreement or disagreement with each by circling one of the four numbers to the right of each statement, as follows:

If you agree strongly, circle +2
If you agree somewhat, circle +1
If you disagree somewhat, circle -1
If you disagree strongly, circle -2

Please work quickly, since first impressions are usually the best. In order to minimize "expected" replies we are requesting that you do not sign your name to this questionnaire.

		IBM Col. <u>No.</u>
1. Even the most creative teacher of disadvantaged children can expect to attain only very limited gains with them.	-2 -1 +1 +2	11
2. Since the disadvantaged child's verbal ability is so poor the teacher should take every opportunity to correct his speech errors.	-2 -1 +1 +2	12
3. The disadvantaged child is not a good subject for "inductive" teaching.	-2 -1 +1 +2	13
4. Few teachers prefer to work with disadvantaged children.	-2 -1 +1 +2	14
5. The curriculum for disadvantaged children should consist of self-contained activities which are minimally related to what has gone before or what is to come.	-2 -1 +1 +2	15
6. The teacher of the disadvantaged child should avoid references to the child's home and community in her lessons because these are likely to be painful and unpleasant subjects for the pupil.	-2 -1 +1 +2	16
7. Most teachers are fearful about teaching in disadvantaged neighborhoods.	-2 -1 +1 +2	17
8. Since the disadvantaged child learns best through constant repetition of the same material, the "spiral" approach is not applicable to him.	-2 -1 +1 +2	18
9. Because of his overly-concrete mode of thinking, the disadvantaged child is rarely capable of handling abstract concepts.	-2 -1 +1 +2	19

10.	The disadvantaged child's frequent outbursts of hostility are really hard to take.	-2 -1 +1 +2	20
11.	In reaching the disadvantaged child, the teacher's personal contribution is more important than having the proper curricula materials.	-2 -1 +1 +2	21
12.	One of the hardest things to get used to about teaching disadvantaged children is that most of them come to school quite unclean.	-2 -1 +1 +2	22
13.	The disadvantaged child's capacity for learning is pretty well set by the time he reaches school age.	-2 -1 +1 +2	23
14.	Most school administrators would probably not be very enthusiastic about a teacher's attempts to use new methods with disadvantaged children.	-2 -1 +1 +2	24
15.	The new curriculum approaches developed for gifted children have little relevance for teaching the disadvantaged child.	-2 -1 +1 +2	25
16.	The disadvantaged child has a greater need than others for a structured classroom routine.	-2 -1 +1 +2	26
17.	The search for new curricula for the disadvantaged child is too recent to have provided approaches of concrete value to the teacher.	-2 -1 +1 +2	27
18.	A teacher of disadvantaged children should focus on reading and give only residual attention to other curriculum areas.	-2 -1 +1 +2	28
19.	The disadvantaged child's ability to observe is not as impaired as his verbal ability.	-2 -1 +1 +2	29
20.	Because the disadvantaged child is unused to intellectual stimulation, he should be exposed to it in very small doses.	-2 -1 +1 +2	30
21.	One of the frustrations in working with disadvantaged children is that they do not really appreciate your efforts.	-2 -1 +1 +2	31
22.	The disadvantaged child has a greater need to experience success in school than the middle class child.	-2 -1 +1 +2	32
23.	Most disadvantaged children do not have the "stick-to-it-tiveness" to use programmed self-instructional devices.	-2 -1 +1 +2	33
24.	It is unrealistic for the teacher of the disadvantaged child to set her sights high.	-2 -1 +1 +2	34
25.	Teaching disadvantaged children can be as satisfying an experience as teaching advantaged children.	-2 -1 +1 +2	35
26.	The disadvantaged child should not be made to feel that middle class values are more acceptable to the teacher than lower class values.	-2 -1 +1 +2	36

27.	It's discouraging to try new teaching approaches with the disadvantaged when the children do not even pay attention to what the teacher is saying.	-2 -1 +1 +2	37
28.	Having been raised in a ghetto the disadvantaged child is not aware that his culture is different from that of society-at-large.	-2 -1 +1 +2	38
29.	The disadvantaged child requires a consistent environment; therefore team teaching is not a suitable approach for him.	-2 -1 +1 +2	39
30.	Teaching the disadvantaged child is truly a matter of all work and no play.	-2 -1 +1 +2	40
31.	The teacher of disadvantaged children should stick to recommended techniques and avoid experimentation.	-2 -1 +1 +2	41
32.	The disadvantaged child is usually aware of everything being said by the teacher even though he may not appear to be actively listening.	-2 -1 +1 +2	42
33.	Because the disadvantaged child displays a delayed learning "readiness" more complex concepts should not be introduced until the later grades.	-2 -1 +1 +2	43
34.	A teacher at a disadvantaged school runs substantial risk of being physically harmed.	-2 -1 +1 +2	44
35.	A disadvantaged child's use of "hip" expressions should be corrected immediately.	-2 -1 +1 +2	45
36.	Role-playing is not suitable for the disadvantaged child because of his difficulty in expressing himself.	-2 -1 +1 +2	46
37.	As long as the parents of disadvantaged children remain apathetic and irresponsible, the teachers can expect to accomplish very little with these children.	-2 -1 +1 +2	47
38.	Audio-visual aids, if improperly used, might reinforce the passivity of the disadvantaged child.	-2 -1 +1 +2	48
39.	A teacher cannot be expected to mitigate intellectual damage suffered by a disadvantaged child by the time he reaches school age.	-2 -1 +1 +2	49
40.	A disadvantaged child should be helped from the beginning to understand that his language is not the language he is expected to use in school.	-2 -1 +1 +2	50
41.	Especially with disadvantaged children, the teacher should check to see if every homework and classroom assignment has been completed.	-2 -1 +1 +2	51
42.	In the battle to overcome his difficult environment, the disadvantaged child has not developed a sense of fair play.	-2 -1 +1 +2	52
43.	Teachers in disadvantaged areas should be given a substantial salary increment in recognition of the difficult job they have.	-2 -1 +1 +2	53
44.	The disadvantaged child's curriculum should emphasize only the most essential skills and knowledge he will need to get along.	-2 -1 +1 +2	54
45.	If a teacher succeeds in motivating only one out of five in a class of disadvantaged children, she is doing well.	-2 -1 +1 +2	55

Center for Urban Education
33 West 42nd St.N.Y.C.

Educational Practices Division
Title I Evaluations

Project: SUMMER INSTITUTES FOR TEACHERS OF THE DISADVANTAGED CHILD

(Dr. M. Gewirtz)

FACTOR I

<u>Item #</u>	<u>Loading</u>	<u>Content</u>
20	.54	Because the disadvantaged child is unused to intellectual stimulation, he should be exposed to it in very small doses.
24	.52	It is unrealistic for the teacher of the disadvantaged child to set her sights high.
1	.50	Even the most creative teacher of disadvantaged children can expect to attain only very limited gains with them.
15	.45	The new curriculum approaches developed for gifted children have little relevance for teaching the disadvantaged child.
9	.44	Because of his overly-concrete mode of thinking, the disadvantaged child is rarely capable of handling abstract concepts.
3	.42	The disadvantaged child is not a good subject for "inductive" teaching.
8	.41	Since the disadvantaged child learns best through constant repetition of the same material, the "spiral" approach is not applicable to him.
45	.41	If a teacher succeeds in motivating only one out of five in a class of disadvantaged children, she is doing well.
44	.41	The disadvantaged child's curriculum should emphasize only the most essential skills and knowledge he will need to get along.
5	.40	The curriculum for disadvantaged children should consist of self-contained activities which are minimally related to what has gone before or what is to come.
33	.36	Because the disadvantaged child displays a delayed learning "readiness" more complex concepts should not be introduced until the later grades.
23	.36	Most disadvantaged children do not have the "stick-to-it-tiveness" to use programmed self-instructional devices.

- continued -

FACTOR I (continued)

<u>Item #</u>	<u>Loading</u>	<u>Content</u>
17	.34	The search for new curricula for the disadvantaged child is too recent to have provided approaches of concrete value to the teacher.
12	.33	One of the hardest things to get used to about teaching disadvantaged children is that most of them come to school quite unclean.
18	.33	A teacher of disadvantaged children should focus on reading and give only residual attention to other curriculum areas.
21	.32	One of the frustrations in working with disadvantaged children is that they do not really appreciate your efforts.
13	.27	The disadvantaged child's capacity for learning is pretty well set by the time he reaches school age.

FACTOR II

<u>Item #</u>	<u>Loading</u>	<u>Content</u>
31	.50	The teacher of disadvantaged children should stick to recommended techniques and avoid experimentation.
35	.50	A disadvantaged child's use of "hip" expressions should be corrected immediately.
6	.42	The teacher of the disadvantaged child should avoid references to the child's home and community in her lessons because these are likely to be painful and unpleasant subjects for the pupil.
30	.39	Teaching the disadvantaged child is truly a matter of all work and no play.
36	.39	Role-playing is not suitable for the disadvantaged child because of his difficulty in expressing himself.
40	.39	A disadvantaged child should be helped from the beginning to understand that his language is not the language he is expected to use in school.
29	.37	The disadvantaged child requires a consistent environment; therefore team teaching is not suitable approach for him.
2	.37	Since the disadvantaged child's verbal ability is so poor the teacher should take every opportunity to correct his speech errors.
39	.37	A teacher cannot be expected to mitigate intellectual damage suffered by a disadvantaged child by the time he reaches school age.
42	.36	In the battle to overcome his difficult environment, the disadvantaged child has not developed a sense of fair play.
28	.31	Having been raised in a ghetto the disadvantaged child is not aware that his culture is different from that of society-at-large.

11-10-1947

1. The first part of the report deals with the general situation of the country and the progress of the work during the year. It is a summary of the work done by the various departments and the results of the various projects. It is a very general and brief summary, but it gives a good idea of the work done during the year.

2. The second part of the report deals with the work done by the various departments. It is a more detailed summary of the work done by each department, and it gives a good idea of the progress of the work during the year.

3. The third part of the report deals with the results of the various projects. It is a more detailed summary of the results of the various projects, and it gives a good idea of the progress of the work during the year.

4. The fourth part of the report deals with the work done by the various departments. It is a more detailed summary of the work done by each department, and it gives a good idea of the progress of the work during the year.

5. The fifth part of the report deals with the results of the various projects. It is a more detailed summary of the results of the various projects, and it gives a good idea of the progress of the work during the year.

FACTOR III

<u>Item #</u>	<u>Loading</u>	<u>Content</u>
22	.41	The disadvantaged child has a greater need to experience success in school than the middle class child.
25	.33	Teaching disadvantaged children can be as satisfying an experience as teaching advantaged children.
19	.32	The disadvantaged child's ability to observe is not as impaired as his verbal ability.
26	.28	The disadvantaged child should not be made to feel that middle class values are more acceptable to the teacher than lower class values.
41	.28	Especially with disadvantaged children, the teacher should check to see if every homework and classroom assignment has been completed.
11	.28	In reaching the disadvantaged child, the teacher's personal contribution is more important than having the proper curricula materials.

Introduction

1

2. The first part of the paper

3. The second part of the paper

4. The third part of the paper

5. The fourth part of the paper

6. The fifth part of the paper

7. The sixth part of the paper

8. The seventh part of the paper

9. The eighth part of the paper

FACTOR IV

<u>Item #</u>	<u>Loading</u>	<u>Content</u>
10	.48	The disadvantaged child's frequent outbursts of hostility are really hard to take.
4	.42	Few teachers prefer to work with disadvantaged children.
7	.41	Most teachers are fearful about teaching in disadvantaged neighborhoods.
34	.39	A teacher at a disadvantaged school runs substantial risk of being physically harmful.
37	.35	As long as the parents of disadvantaged children remain apathetic and irresponsible, the teachers can expect to accomplish very little with these children.
27	.32	It's discouraging to try new teaching approaches with the disadvantaged when the children do not even pay attention to what the teacher is saying.

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	Page	Page	Page
1. The first part of the book is devoted to a general survey of the history of the world from the beginning of time to the present day.	1	2	3
2. The second part of the book is devoted to a detailed account of the history of the world from the beginning of time to the present day.	4	5	6
3. The third part of the book is devoted to a detailed account of the history of the world from the beginning of time to the present day.	7	8	9
4. The fourth part of the book is devoted to a detailed account of the history of the world from the beginning of time to the present day.	10	11	12
5. The fifth part of the book is devoted to a detailed account of the history of the world from the beginning of time to the present day.	13	14	15
6. The sixth part of the book is devoted to a detailed account of the history of the world from the beginning of time to the present day.	16	17	18
7. The seventh part of the book is devoted to a detailed account of the history of the world from the beginning of time to the present day.	19	20	21
8. The eighth part of the book is devoted to a detailed account of the history of the world from the beginning of time to the present day.	22	23	24
9. The ninth part of the book is devoted to a detailed account of the history of the world from the beginning of time to the present day.	25	26	27
10. The tenth part of the book is devoted to a detailed account of the history of the world from the beginning of time to the present day.	28	29	30

Plan for Follow-up Study on

1966 Summer Institutes for Teachers of Disadvantaged

A. Objective

To obtain a measure of the impact of the 1966 Summer Institutes experience on the classroom activities of the participants at the Institutes.

B. Study Design

Experimental group: 60 teachers who participated in Institutes divided equally among four courses and by public school and non-public school.

Control group: 60 teachers who applied for but did not attend Institutes and who are matched with the experimental group by type of school, courses taught, grade level, years of experience, and sex.

C. Instruments and Procedure

1. Observation of classroom activities: by experienced observers employing modified form of Anderson's "Classroom Observation Guide". (They should have no previous knowledge of whether teacher is in experimental or control group.)

2. A copy of above guide to be filled out by teacher's regular supervisor.

3. An open-ended questionnaire to be filled out by teacher herself on her classroom activities. Among former participants, this would include questions on specific uses of Institute experience. (This should be mailed to teacher after observations are made.)

D. Analysis

1. "t" tests would be conducted for differences between experimental and control groups on means of ratings of observation guide.

2. Qualitative analysis would be made at replies to open-end questionnaire.

CENTER FOR URBAN EDUCATION
33 West 42 Street, New York

Educational Practices Division
Nathan Brown, Associate Director

Evaluation of New York City School District educational projects funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10) - performed under contract with the Board of Education of the City of New York, 1965-66 School Year.

Joseph Krevisky
Research Coordinator, Title I Projects

CURRICULUM DEVELOPMENT AND TEACHER TRAINING FOR DISADVANTAGED PUPILS IN SPECIAL CLASSES (CAREER GUIDANCE) IN REGULAR JUNIOR HIGH SCHOOL.

Dr. Abraham Tannenbaum
Research Director

September 30, 1966

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Project Design

Introduction: A Junior High School Career Guidance Program has been in operation since 1958 in order to reduce 9th grade potential dropouts and to provide these students with saleable and marketable skills. At the beginning six classes on the 7th, 8th and 9th grades were given a curriculum focused on the world of work. The program was expanded in 1960 and 1963 so that there were in 1965 about 2300 children in 154 classes housed in more than 30 junior high schools, with the following class organization: 124 all boys, 19 all girls and 11 coeducational. The next sizable expansion of the program occurred in September, 1965 when a federal grant permitted the introduction of Career Guidance Classes into middle schools where the 8th grade is the terminal year. While 14 became the minimum age for the 8th grade group, the basic philosophy and pattern of the program remained the same. During this past year, there were 1,395 9th graders and 1,045 8th graders in the Career Guidance Program. Some of the features of the program follow:

- a) The 9th year, which constitutes the probable "terminal" year, was set as the desirable arena for this total educational assault against dropping out.
- b) Students had to be at least 15 years old. Since the student was over-age and had certainly experienced academic failure, he represented a likely candidate for dropping out.
- c) Hopeless discipline or attendance problems were not to be considered for the program. The youngsters being sought were those who had met failure and frustration, but nonetheless showed signs of motivation and potential academic success.
- d) Classes were limited to a maximum register of 15 and a full-time advisor was assigned to each core of three classes. In addition, each unit

of 45 students was provided with a full-time Industrial Arts teacher. Each class met for 8 full periods a week with the Industrial Arts teacher, making the shop the main setting of the program.

e) Two full-time Job Placement Supervisors were engaged to find part-time jobs for the pupils and to train the guidance advisors in the techniques of job canvassing and follow-up activities.

This report deals with two related programs initiated by the Board of Education of New York City to further develop this program. The first was a program of teacher-training sessions related to the implementation of a new curriculum, the second was the process of writing a new or revised curriculum. The proposal under study was submitted in April, 1966 and the completion date for the printing of the new curriculums was set for September, 1966. To be ready for distribution and use for the fall semester, the September completion date was necessary. Regarding the curriculum aspect of the program, the Coordinator, Mrs. Gida Cavicchia, wrote in September, 1963:

In addition to the basic skills, the pupil in a Career Guidance Class needs a functional and realistic course of study based on his needs and interests, and not a "watered-down" version of the curriculum at which he has already failed so many times before.

A team of subject area specialists has prepared experimental courses of study for these classes in social studies, mathematics, science, language arts, group guidance and job placement, based on personal observations in the classroom, consultations with principals, assistant principals, Career Guidance teachers, Career Guidance advisors and pupils. These courses are currently being used. In addition, we are preparing Courses of Study in Home Economics, Office Practice and Typewriting.

At the time of her report, six experimental curriculum reports had been completed and a seventh, Speech, was printed. It is these experimental editions that remained in use until the request for federal funds to develop a new curriculum.



Plan of Evaluation

Several points ought to be made clear at the outset. First, this evaluation which was concentrated in the month of June, 1966, was not concerned with the total Career Guidance Program, although some interviews took place at a later date. To soak up orientation and maintain perspective, it was necessary for the evaluating team to be familiar with all facets of the program, but it is only one aspect of the total field - curriculum development - that remains the central focus of this evaluation. Second, the nature of the evaluation was shaped by the unfortunate unavailability in June 1966 of one major segment of the proposal, the new curriculums. There was no possibility of critical comparison with the current curriculums and no opportunity for experimental manipulation of variables. Third, the total time allotted for the design and execution of this evaluation was about three weeks, which limited the depth and complexity of the study.

The proposed evaluation falls readily into two fairly distinct halves: the June training sessions and the curriculum development. For the sake of clarity this report will first deal with the two separate entities and then reserve integrative efforts for the final section on overall recommendations. Following is the outline:

Part A: The June Training Sessions

1. Statement of the proposal.
2. Purposes of the sessions.
3. Objectives of the evaluation.
4. Methods of obtaining information.
5. Results and conclusions.
6. Suggestions.

Part A : The June Teacher-Supervisor Training Program

I. OBJECTIVES OF THE TRAINING PROGRAM

The Teacher-Supervisor Training Program, which was arranged in June, 1966 for the teachers, advisors, and assistant principals in the Career Guidance Program, is closely linked to the projected new curriculum for the academically frustrated and economically disadvantaged youngsters of Career Guidance. The overall objective of the project was,

To train teacher-supervisor personnel for the effective implementation of this new curriculum

To implement this new curriculum effectively, it was proposed by the Board that all personnel attached to Career Guidance, comprising 228 teachers, 57 advisors, and 57 assistant principals, be trained and oriented to this new curriculum.

Four training centers were set up in 4 junior high schools centrally located in Manhattan, Bronx, Brooklyn and Queens to service the teachers and supervisors of each borough. The plan states that "Orientation and training will be given in Language Arts, Speech, Guidance, Mathematics, Social Studies, Industrial Arts, and Office Practice by teachers and Assistant Principals who helped design and create the curriculum in each of these areas."

The assistant principals who supervise the Career Guidance Program in each school were invited to attend all four sessions. Teachers were invited to attend only those sessions offering training in each of the subject areas they teach. Advisors were invited to attend the day that Guidance was offered.

II. OBJECTIVES OF THE EVALUATIVE STUDY

The objectives of the evaluative study by the Center for Urban Education were (1) to determine whether or not the Board of Education carried out the Teacher-Supervisor Training Program for Career Guidance Personnel as described

in their project proposal's Curriculum Development and Teacher Training For Disadvantaged Pupils in Special Classes (Career Guidance) in Regular Junior High Schools. (2) To discover whether the Board of Education personnel met their stated objectives for the Teacher-Supervisor Training Program successfully and (3) To provide some guidelines and recommendations to the Board of Education regarding the direction that Teacher-Supervisor Training Programs might take in the future.

III. METHODOLOGY EMPLOYED IN THE EVALUATIVE STUDY

The data-gathering methods employed by the research team of the Center for Urban Education consisted of the following:

School visitation. In order to gain familiarity with the Career Guidance Program, its administrative structure, pattern of operation, and exposure to teacher-student interaction, a series of visits were made to various schools. Members of the research team spoke with principals, teachers, advisors, and assistant principals.

Interviews with the Director of Career Guidance. The director of the program was interviewed at length to elicit the underlying purpose of the training sessions, to supply background data concerning the trainers, and to explain the rationale for the manner in which the training sessions were given.

Interviews with the curriculum writers. Some of the trainers were interviewed by two members of the research team. Although the proposal stated that "...training will be given...by teachers...who helped design and create the curriculum..." this was not so in every case. Hence, only those trainers who were responsible for the writing of the curriculum were interviewed. Inter-judge reliability was sought regarding the trainers' percepts of several aspects of the new curriculum, such as:

- a) What are the important projected outcomes of Career Guidance?
- b) Is the new curriculum a revision of the standard course of study or totally new?
- c) Is the new curriculum highly structured in a "cookbook" style or does it allow for flexible application?
- d) To what extent is the June Training Program vital to the success of Career Guidance?

In addition to the concurrent percepts of two interviewers, these sessions were tape recorded to permit follow-up analysis by the full research team.

Observations of the Training Sessions. A member of the research team visited four training sessions. The observer took copious notes of the sessions, spoke with many of the trainees and most of the trainers, and wrote a general description of the sessions including personal impressions and evaluations. Four of the sessions, speech, mathematics, social studies, and science, were tape recorded to permit analysis by the entire research team. The materials which were distributed at the sessions, such as outlines, lesson plans, and parts of the curriculum, were collected by the observer and studied by the research team.

Examination of attendance records. To determine if all Career Guidance personnel attended the sessions, the attendance records were examined at the Bureau of Curriculum Research. The attendance records were analyzed for (1) The number of Saturdays attended by the eligible trainees, and (2) The number of assistant principals and advisors in attendance at the program whose names were listed in the Career Guidance Directory 1965-1966. (see appendix)

The Reactionnaire. A reactionnaire was developed by the research team to elicit the trainees' evaluation of the sessions. Part I of the instrument gathered such background information about trainees as position and number of years in the New York City system, the license or licenses currently held, subjects taught in city system and subjects currently taught

Part II of the reactionnaire was designed for the following:

- a) Overall perspective: How did the trainees regard the idea of expending federal funds for the June In-Service sessions as planned?
- b) Perspective of target population: Did the trainees expect Career Guidance pupils to benefit from their training experiences?
- c) Contrast analysis: Degree to which trainees expected to benefit before the sessions; post session assessment; and comparison of the pre- and post-session ratings.
- d) Teacher effectiveness: Ratings of each instructor's coverage of content, his organization of subject matter, the quality of his presentation, and his mastery of the subject.
- e) Application: Whether assistant principals, teachers, and advisors feel that their own professional behavior will change as a result of the June sessions.
- f) Role differentials: Each of the three groups rating the chances for professional change of the other two groups.

In Part III, trainees were requested to write freely about any aspect of the session attended or program in general that pleased and/or displeased them. Suggestions for improvement of the Teacher-supervisory Training Program for Career Guidance were also solicited.

Limitations of the Study. The single most serious limitation of this evaluation was the unavailability of the new curriculum. The very purpose of the training sessions was to "train teachers...for the effective implementation of this new curriculum." However, interviews with curriculum writers revealed that in most cases, the new curriculum was not yet complete at the time of the June sessions. This was true for Industrial Arts, Science, parts of Office Practice, Social Studies, and Language Arts.

The guidance curriculum was complete but was not made available to the research team for study. The Mathematics curriculum was complete but in the process of revision. Only the Speech curriculum was ready for examination.

Inability to obtain accurate background data was another constraining element. It was not possible to ascertain exactly the respective number of teachers, advisers, and assistant principals present at the sessions. A list of trainees was available, but there was no breakdown of the list according to school position held. Unfortunately, this difficulty was not anticipated by the research team. It was therefore not possible to determine accurately if the training program reached those Career Guidance personnel for whom it was intended in terms of position and content area taught in the Career Guidance Program.

Furthermore, it was not possible to determine the extent to which the training program reached all of the personnel who will be involved in the program in September, 1966. Some of the trainees in attendance may not, for various reasons, be available for the program in September. In addition, not all personnel who will be in the program have been so designated, leaving a number of later appointees who will not have benefitted from the training sessions.

Another limiting factor was the small number of reactionnaires that were returned. Although the proposal stated,

"The teacher training aspect of the program will be investigated by the use of questionnaires designed to elicit both positive and negative aspects of the teacher training program which will be used for future development in this area."

the Director of the Career Guidance Program asked that no time be taken at the training sessions to complete the reactionnaires. It was, therefore, necessary that the trainees mail the reactionnaires to the Center for Urban Education.

The fact that less than 40 percent of the trainees returned the reactionnaires is related to this refusal to allot time at the sessions. Moreover, both the quality of the ratings and the accuracy of the reported percepts may suffer when the heat of immediate reaction is lost.

Finally, the time allocated for the evaluation, but one month, and the fact that the data had to be collected during the month of June, the busiest time of the school year, added impediments for the research team and the school personnel. School visitations could not always be warmly received, Career Guidance personnel could not always be available for interviews, and some of the curriculum writers could only be seen but fleetingly. Also, a more extensive time period would have permitted use of other assessment devices (such as the Oscar 3D Scale) and opportunities for depth interviews of teachers, assistant principals, and advisors attached to Career Guidance.

IV. RESULTS

There were three objectives of the evaluation: to determine whether the Board's personnel carried out the proposal; to determine whether they met their objectives successfully; and to offer guidelines for the future. The results pertaining to these objectives will be reported in turn.

IMPLEMENTATION

The sessions were held on the four Saturday mornings in June as stated in the proposal. The procedures were carried out as planned, except that the stenographers were not present. Following is the schedule of the training sessions as held in the four boroughs:

SCHEDULE

SCHOOL	JUNE 4	JUNE 11	JUNE 18	JUNE 25
J 44M	Language Arts Guidance	Mathematics Speech	Social Studies Science	Industrial Arts Office Practice
J-133X	Industrial Arts Office Practice	Language Arts Guidance	Mathematics Speech	Social Studies Science
J-49 K	Social Studies Science	Industrial Arts Office Practice	Language Arts Guidance	Mathematics Speech
J-16 Q	Mathematics Speech	Social Studies Science Practice	Industrial Arts-Office	Language Arts Guidance

Attendance records revealed that of the 311 Career Guidance personnel eligible to attend, 273 (87.7 per cent) trainees were present at one or more sessions. However, it was difficult to determine the exact number of teachers, assistant principals, and advisors among the 273 attendees. In addition, some of the teachers present may have been appointed as advisors sometime after the training sessions and other administrative changes may have affected the number of assistant principals present.

Information regarding the background of the trainees was obtained from the returned reactionnaires. However, of the 816 reactionnaires distributed, (one reactionnaire per trainee for each session attended) but 316, or 38.7 percent were returned. Consequently, the data available were based on this small sample of the total trainee pool. In Table I are the background data for all three groups of participants. It may be noted that more than $\frac{2}{3}$ of the teachers who returned the reactionnaire had taught 4 or more years. No single advisor had less than 4 years of teaching experience. Of the assistant principals who were supervising the Career Guidance Program, more than 94 percent had more than 11 years of teaching experience.

It appears that, as a group, the personnel attached to Career Guidance are generally experienced teachers.

A sample representing about half of the Career Guidance teachers present at the training sessions who returned reactionnaires indicated the following kinds and numbers of licenses held:

Social Studies	11
Industrial Arts	12
Common Branches	8
Social Studies Sub.	11
English Substitute	9
Science Substitute	6
English	4
Science	3
Mathematics	2

It seems that the typical Career Guidance teacher is generally licensed in some field, but it is also apparent from the reactionnaires that some subject areas are being taught by unlicensed teachers. For example, Mathematics seems to be often taught by those without licenses to teach Mathematics in Junior High Schools.

TABLE I

SUMMARY OF BACKGROUND DATA FOR 136 TRAINEES IN THE TEACHER -
SUPERVISOR TRAINING PROGRAM, JUNE, 1966

Years of Teaching Experience, NYC Public Schools	Teachers		Advisors		Assistant Principals		Total	
	N	%	N	%	N	%	N	%
3 or less	30	34.5	0	00.0	0	00.0	30	22.1
4- 10	42	48.3	12	66.6	2	6.5	56	41.1
11- 20	12	13.8	3	16.7	23	74.2	38	28.0
21 or more	3	3.4	3	16.7	6	19.3	12	8.8
Totals	87	100.0	18	100.0	31	100.0	136	100.0

Years of Teaching Experience, NYC Public Schools	Teachers		Advisors		Assistant Principals		Total	
	N	%	N	%	N	%	N	%
<u>Sex</u>								
Male	64	73.6	10	55.6	21	67.7	95	69.0
Female	22	25.3	8	44.4	10	32.3	40	30.0
No response	1	1.1	0	00.0	0	00.0	1	1.0
Totals	87	100.0	18	100.0	31	100.0	136	100.0

Analysis of the Reactionnaires

To determine whether the training sessions were successful, two sets of percepts will be reported. In this section, the trainees' responses to the reactionnaire will be analyzed according to the six types of data that the reactionnaire was designed to elicit. In the following section, the research team's own appraisal of the training sessions will be discussed.

Overall perspective. Although the trainees were probably aware of alternative ways of spending federal money, such as more personnel, equipment, textbooks, and materials, Table II indicates that all three participating groups regarded the expenditure of federal funds for the June training sessions as "good" to "excellent." No single mean score was below "4" which represented "good" on a five-point scale. An analysis of variance was done to find possible differences among the subgroups, teachers, advisors, and assistant principals, but the F ratio was not significant. Generally, then, the trainees agreed that the expenditure of funds for the training sessions was beneficial.

Target population. The teachers felt that Career Guidance pupils will benefit from these brief training experiences. No single mean score was below 3.58, with "3" representing the mid-point on a five-point scale (see Table III).

Also, from Table IIIa it is apparent that this feeling of value for the pupils was quite comparable across content areas.

TABLE II

SIGNIFICANCE OF THE DIFFERENCE BETWEEN TEACHERS, ASSISTANT PRINCIPALS AND ADVISORS ABOUT BOARD'S DECISION (ITEM I ACROSS AREAS)

GROUP	N	M	SD
Teachers	87	4.04	1.37
Assistant Principals	31	4.15	.86
Advisors	17	4.74	.56

TABLE II

ANALYSIS OF VARIANCE SUMMARY TABLE

SOURCE	SS	df	MS	F P > .05
Between Groups	6.848	2	3.424	2.384 P>.05
Within groups	189.567	132	1.436	
Total	196.415	134		

Note: The means of the 3 groups are above 4, e.g. good.

TABLE III

SIGNIFICANCE OF THE DIFFERENCES BETWEEN PERCEPTIONS OF BENEFITS FOR GUIDANCE PUPILS IN 8 AREAS (ITEM 10 RATED BY TEACHERS).

AREA	N	M	SD
Guidance	19	4.00	1.33
Industrial Arts	21	4.10	1.22
Language Arts	18	4.06	1.11
Math	22	3.86	1.42
Office Practice	24	4.25	1.03
Social Studies	25	3.60	1.26
Science	24	3.58	1.47
Speech	22	3.91	1.15

TABLE IIIa

ANALYSIS OF VARIANCE SUMMARY TABLE

SOURCE	SS	df	MS	F
Between Areas	9.04	7	1.292	.812 n.s.
Within Areas	265.496	167	1.590	
Total	274.536	174		

Contrast Analysis. From Tables IV and V it is evident that, by and large, both pre-session expectations and post-session assessments for teachers exceeded a "satisfactory" rating. In only one content area - Speech - did the post-session rating for teachers reach as high as "4" which represented "good." Generally, the degree to which teachers expected to benefit before the sessions and their overall rating after the sessions was moderately high. Two analyses of variance were done to find possible differences among teachers in the eight content areas for pre-session expectations and post-session assessments, but neither F ratio was significant.

Table VI contrasts the pre-session expectations and post-session assessments for teachers of eight content areas. Generally, the pattern revealed assessments higher than expectations. In only one instance, Speech, did the participating teachers feel that they had derived significantly more from the training session than they had initially expected. In only two cases were expectations not fulfilled: Mathematics and Social Studies, but in neither case was the differential assessment significant. The teachers entered the sessions with moderately high expectations and were rewarded with slightly more than fulfillment for these positive expectations.

TABLE IV
SIGNIFICANCE OF THE DIFFERENCE BETWEEN TEACHERS'
EXPECTATIONS IN 8 AREAS (ITEM 3)

AREA	N	M	SD
Guidance	22	3.36	1.18
Industrial Arts	23	3.17	1.27
Language Arts	16	3.56	1.32
Math	25	3.88	.97
Office Practice	24	3.46	1.25
Social Studies	23	3.30	1.40
Science	26	3.27	1.37
Speech	22	3.36	1.09

TABLE IVa
ANALYSIS OF VARIANCE SUMMARY TABLE

SOURCE	SS	df	MS	F
Between Areas	8.081	7	1.154	.757 n.s.
Within Areas	264.007	173	1.526	
Total	272.088	180		

TABLE V
SIGNIFICANCE OF THE DIFFERENCE BETWEEN TEACHERS'
ASSESSMENTS IN 8 AREAS (ITEM 4)

AREA	N	M	SD
Guidance	22	3.68	1.29
Industrial Arts	23	3.39	1.50
Language Arts	16	3.94	1.24
Math.	25	3.48	1.42
Office Practice	24	3.88	1.04
Social Studies	23	3.17	1.30
Science	26	3.46	1.36
Speech	22	4.18	1.33

TABLE Va
ANALYSIS OF VARIANCE SUMMARY TABLE

SOURCE	SS	df	MS	F
Between Areas	17.251	7	2.464	1.427 P> .05
Within Areas	298.683	173	1.726	
Total	315.934	180		

TABLE VI

SIGNIFICANCE OF THE DIFFERENCE BETWEEN EXPECTATIONS AND ASSESSMENTS OF 8 AREAS, FOR
TEACHERS (ITEMS 3 & 4)

AREA	SITUATION	N	M	SO	M diff.	df	t	P.
Guidance	Expectation Assessment	22	3.36 3.68	1.18 1.29	.32	21	.81	n.s.
Industrial Arts	Expectation Assessment	23	3.17 3.39	1.27 1.50	.22	22	.62	n.s.
Language Arts	Expectation Assessment	16	3.56 3.94	1.32 1.24	.38	15	1.38	n.s.
Math	Expectation Assessment	25	3.88 3.48	.97 1.42	.40	24	1.22	n.s.
Office Practice	Expectation Assessment	24	3.46 3.88	1.25 1.04	.42	23	1.55	n.s.
Social Studies	Expectation Assessment	23	3.30 3.17	1.40 1.30	.10	22	.36	n.s.
Science	Expectation Assessment	26	3.27 3.46	1.37 1.36	.19	25	.55	n.s.
Speech	Expectation Assessment	22	3.36 4.18	1.09 1.33	.82	21	2.88	.01

Tables VII and VIII report the same data for the assistant principals, pre-session expectations and post-session assessments. (There were too few returns from the advisors to do any statistical analysis.) For the assistant principals, as with the teachers, the ratings generally exceeded the "satisfactory" level. No single expectation or post-session assessment was below "3," the mid-point on the five-point scale. Two of the expectations and four of the assessments were at or above the rating of "good." An analysis of variance, done to find possible differences among assistant principals' pre-session expectations in the eight content areas, revealed an insignificant F ratio. However, the F ratio of an analysis of variance of assistant principals' post-session assessments in the eight content areas indicated significance. The Scheffé test was used to test the difference between individual means, but none reached significance at the .05 level.

Table IX contrasts the expectations and assessments of assistant principals for the eight content areas. Post-session assessments were significantly higher in two content areas - Speech and Language Arts. Although no single comparison was significant, assistant principals got less than expected from four sessions: Guidance, Mathematics, Science, and Social Studies. Nonetheless, each of these assessments remained moderately high.

TABLE VII
SIGNIFICANCE OF THE DIFFERENCE BETWEEN
ASSISTANT PRINCIPALS' EXPECTATIONS IN 8 AREAS (ITEM 3)

AREA	N	M	SD
Guidance	9	4.11	.60
Industrial Arts	14	3.57	1.22
Language Arts	9	3.67	.87
Math	14	3.57	1.16
Office Practice	14	3.71	1.07
Social Studies	12	3.50	.90
Science	11	4.00	.78
Speech	13	3.08	1.32

TABLE VIIa

ANALYSIS OF VARIANCE SUMMARY TABLE

SOURCE	SS	df	MS	F
Between Areas	7.974	7	1.139	1.038 P .05
Within Areas	96.526	88	1.097	
Total	104.500	95		

TABLE VIII
SIGNIFICANCE OF THE DIFFERENCE BETWEEN
ASSISTANT PRINCIPALS' ASSESSMENTS IN 8 AREAS (Item 4)

AREA	N	M	SD
Guidance	9	4.00	1.18
Industrial Arts	14	3.57	1.16
Language Arts	9	4.78	.44
Math	14	3.29	1.20
Office Practice	14	4.07	.73
Social Studies	12	3.33	1.23
Science	11	3.45	1.04
Speech	13	4.46	.78

TABLE VIIIa
ANALYSIS OF VARIANCE SUMMARY TABLE

SOURCE	SS	df	MS	F
Between Areas	23.939	7	3.420	3.366 P < .005
Within Areas	89.394	88	1.016	
Total	113.333	95		

TABLE IX

SIGNIFICANCE OF THE DIFFERENCE BETWEEN EXPECTATIONS AND ASSESSMENTS OF 8 AREAS FOR ASSISTANT PRINCIPALS (ITEMS 3 & 4)

AREA	SITUATION	N	M	SD	M diff.	df	t	P.
Guidance	Expectation Assessment	9	4.11 4.00	.60 1.18	.11	8	.36	n.s.
Industrial Arts	Expectation Assessment	14	3.57 3.57	1.22 1.16	.00	13	-	-
Math	Expectation Assessment	14	3.57	1.16	.28	13	.57	n.s.
Office Practice	Expectation Assessment	14	3.71 4.07	1.07 .73	.36	13	1.24	n.s.
Science	Expectation Assessment	11	4.00 3.45	.78 1.04	.54	10	1.60	n.s.
Social Studies	Expectation Assessment	12	3.50 3.33	.90 1.23	.17	11	.37	n.s.
Speech	Expectation Assessment	13	3.08 4.46	1.32 .78	1.38	12	3.6	< .005
Language Arts	Expectation Assessment	9	3.67 4.78	.87 .44	1.11	8	3.59	< .005

The small number of returns make conclusions regarding expectations and assessments somewhat speculative. In no case did more than 14 assistant principals respond, and the number of teachers did not exceed 26 for any single content area. Nevertheless, it appears that the assistant principals entered the sessions in a more hopeful manner and felt they were generally rewarded more. In only one content area did the teachers' rating exceed "4", while for the assistant principals six of the eight ratings were above "4". Also, it seemed easier to satisfy the assistant principals, for two content areas (Speech and Language Arts) showed significant increase between expectations and assessments, while for teachers, only one, Speech, showed significant increase.

Teacher effectiveness. Table X reports the teachers' ratings of the eight trainers. Four aspects of the trainers' effectiveness were included in the ratings: the instructor's coverage of content; his organization of subject matter; the quality of his presentation; and mastery of his subject. Apparently, the participating trainees were generally impressed with the presentations of the instructors and the content of their training sessions. No single mean rating was below the "satisfactory" point, ("3") and two of the sessions, Speech and Language Arts, were rated above "good".

Analysis of variance revealed a highly significant F ratio, which indicates a wide range of reaction to instructor effectiveness. The Scheffé test was used to test the difference between individual means and the only two that were significantly different from each other were Speech and Social Studies. It seems therefore, that all instructors were rated higher than "satisfactory", the level of ratings was not uniform for all content areas.

TABLE X

SIGNIFICANCE OF THE DIFFERENCE BETWEEN RATINGS OF TEACHER EFFECTIVENESS IN 8 AREAS (TEACHERS' RATINGS ITEMS 5-8)

AREA	N	M	SD
Guidance	23	3.86	1.11
Industrial Arts	24	3.71	1.09
Language Arts	17	4.29	.85
Math	25	3.89	1.13
Office Practice	24	3.86	.92
Social Studies	28	3.36	1.09
Science	27	3.74	.90
Speech	22	4.60	.49

TABLE Xa
ANALYSIS OF VARIANCE SUMMARY TABLE

SOURCE	SS	df	MS	F
Between groups	23.53	7	3.361	3.35 P < .005
Within groups	182.34	182	1.002	
Total	205.87	189		

Application. Table XI reports the teachers' percepts regarding the chances that the training sessions will change their own professional behavior, as well as the chances that the professional behavior of assistant principals and advisors may be changed. With all three means between "3" and "4", the teachers felt that the chances were from "satisfactory" to "good" that the professional behavior of all three participating groups will be changed. An analysis of variance was done to find possible differences among the teachers' ratings of the three groups and a highly significant F ratio was obtained. The Scheffe' test was used and all means were found to be significantly different from each other. The teachers regarded themselves as most likely to change and the assistant principals as least susceptible to change.

Table XII reports the assistant principals' percepts of change as a result of the training sessions for themselves, teachers, and advisors. Although the F ratio derived from an analysis of variance did not reach significance, the assistant principals also perceived the teachers' chances of change higher than their own or than the advisors' chances for professional change. In table XIII are the same percepts for the three participating categories by the advisers. The Scheffe' test was used and the means for both advisers and teachers were significantly higher than for the assistant principals. All three groups agreed

that the assistant principals stood to change least as a result of the training sessions.

TABLE XI

SIGNIFICANCE OF THE DIFFERENCE BETWEEN PERCEIVED CHANGE IN PROFESSIONAL BEHAVIOR OF 3 CATEGORIES. ITEM 9 (a,b,c) FOR TEACHERS

CATEGORY	N	M	SD
Assistant Principals	82	3.13	1.22
Teachers	82	3.66	1.15
Advisors	82	3.44	1.14

ANALYSIS OF VARIANCE
SUMMARY TABLE XIa

SOURCE	SS	df	MS	F
Between Categories	11.629	2	5.815	15.138 (P < .001)
Between Subjects	269.942	81	3.333	
Residual	62.224	162	.384	
Total	343.795	245		



TABLE XII

SIGNIFICANCE OF THE DIFFERENCE BETWEEN PERCEIVED CHANGE IN PROFESSIONAL BEHAVIOR OF 3 CATEGORIES. ITEM 9 (a,b,c) FOR ASSISTANT PRINCIPALS

CATEGORY	N	M	SD
Assistant Principals	28	4.1	.90
Teachers	27	4.1	.88
Advisors	27	3.90	.84

XIIa

ANALYSIS OF VARIANCE SUMMARY TABLE

SOURCE	SS	df	MS	F
Between Categories	.305	2	.152	1.816 (n.s.)
Between Subjects	51.181	27	1.896	
Residual	4.535	54	.084	
TOTAL	56.021	83		

TABLE XIII

SIGNIFICANCE OF THE DIFFERENCE BETWEEN PERCEIVED CHANGE IN PROFESSIONAL BEHAVIOR OF 3 CATEGORIES. ITEM 9 (a,b,c) FOR ADVISORS

CATEGORY	N	M	SD
Assistant Principals	18	4.22	.89
Teachers	18	4.28	.84
Advisors	18	4.28	.84

ANALYSIS OF VARIANCE SUMMARY TABLE XIIIa

SOURCE	SS	df	MS	F
Between Categories	1.920	2	.960	8.50($P < .01$)
Between Subjects	33.853	17	1.991	
Residual	3.840	34	.113	
Total	39.613	53		

One may speculate regarding the consistently lower ratings of the assistant principals' chances for change. One possibility is that teachers view those in a status position above their own, including advisors and assistant principals, as more rigid and less likely to profit from a new training experience. If this interpretation is correct, then more or other kinds of training sessions may be required to overcome this perceived lack of change on the part of those in the upper reaches of the status hierarchy. Another possible interpretation, is that the teachers perceived the sessions as inappropriate for the assistant principals and as more relevant for teachers than for advisors. From this viewpoint, they were joined by the advisors who also felt that the assistant principals were misplaced at these training sessions. It must be underscored, though, that the assistant principals' chances for change were rated as above "satisfactory" by both teachers and advisors. The sessions were seen as more appropriate for teachers, rather than markedly inappropriate for assistant principals.

Role differentials. One final treatment of the data concerned differences between teachers', assistant principals', and advisors' perception of change in a professional behavior of each category of trainees. Regarding teachers' chances for change, Table XV indicates that all three groups of trainees felt their chances were from "satisfactory" to "good". An analysis of variance was done to

find possible differences among the three subgroups percepts of the teachers, but the F ratio was not significant. Although all felt that the teachers' chances for change were moderately high, the teachers took the dimmest view of the likelihood that the training sessions would change their professional behavior.

Table XV reports the percepts of the three training groups regarding the chances for change of the assistant principals. All three ratings were between "satisfactory" and "good". An analysis of variance yielded a highly significant F ratio and the Scheffe' test resulted in significant mean differences between advisors and teachers and between assistant principals and teachers. The teachers apparently perceived the assistant principals' chances for change far less than did either the assistant principals themselves or the advisors.

The final analysis, reported in Table XVI concerns the chances for change among advisors as viewed by all three groups of trainees. Two of the ratings were between "satisfactory" and "good", while the third was between "good" and "excellent". An analysis of variance was done to find possible differences among the subgroups and the F ratio was highly significant. The Scheffe' test was used and the mean difference between advisors' and teachers' percept of change for advisors was significant.

TABLE XIV

SIGNIFICANCE OF THE DIFFERENCES BETWEEN TEACHERS, ASSISTANT PRINCIPALS AND ADVISORS PERCEIVING CHANGE IN PROFESSIONAL BEHAVIOR OF TEACHERS (ITEM 9b)

GROUP	N	M	SD
Teachers	82	3.66	1.15
Assistant Principals	28	4.00	.78
Advisors	18	4.28	.84

TABLE XIVa
ANALYSIS OF VARIANCE SUMMARY TABLE

SOURCE	SS	df	MS	F
Between groups	6.37	2	3.365	3.05 $P > .05$
Within groups	137.86	125	1.103	
Total	144.59			

TABLE XV
SIGNIFICANCE OF THE DIFFERENCES BETWEEN TEACHERS, ASSISTANT PRINCIPALS AND ADVISORS PERCEIVING CHANGE IN PROFESSIONAL BEHAVIOR OF ASSISTANT PRINCIPALS (ITEM 9a).

GROUP	N	M	SD
Teachers	82	3.13	1.22
Assistant Principals	28	3.86	.90
Advisors	18	3.88	.89

TABLE XVa
ANALYSIS OF VARIANCE SUMMARY TABLE

SOURCE	SS	df	MS	F
Between groups	15.9	2	7.95	6.28 $P < .05$
Within groups	158.23	125	1.266	
Total	174.13	127		

USING the Scheffe' test the following mean differences are significant at the .05 level: (1) Advisors vs. Teachers. (2) Assistant Principals vs. Teachers.

TABLE XVI

SIGNIFICANCE OF THE DIFFERENCES BETWEEN TEACHERS, ASSISTANT PRINCIPALS AND ADVISORS PERCEIVING CHANGE IN PROFESSIONAL BEHAVIOR OF ADVISORS (ITEM 9c)

GROUP	N	M	SD
Teachers	82	3.44	1.14
Assistant Principals	28	3.90	.81
Advisors	18	4.28	.84

TABLE XVIa

ANALYSIS OF VARIANCE SUMMARY TABLE

SOURCE	SS	df	MS	F
Between groups	12.48	6.24	5.67	P < .005
Within groups	137.68	1.101		
Total	150.16			

Using the Scheffé test the mean difference between Advisors and Teachers is significant at the .05 level. It is apparent, then, that teachers and advisors did not view the advisors' chances for professional change as a result of the training sessions similarly. The teachers expected far less change from the advisors than did the advisors themselves.

Several overall themes emerge from this series of analyses. First, the trainees generally felt quite good about the expenditure of federal funds for the June training sessions. Second, all three categories of trainees felt that the Career Guidance students will benefit from the sessions. Third, the trainees generally felt that the instructors were "good". Fourth, in most cases the trainees



got as much or more out of the sessions than they initially expected. Fifth, all three groups of trainees felt the chances were high that the sessions would alter the professional behavior of the trainees. Finally, the one differential pattern noted was the feeling that the training sessions had the strongest impact on the teachers and the relatively least effect on the assistant principals.

Research team's evaluation

In contrast with the generally favorable reactions of the trainees, the research team was quite critical of the June training sessions. The in-service Program was faulted on several counts:

1. The purpose of the training sessions was "for the effective implementation of the new curriculum". However, the new curriculum was, in most cases, neither complete nor available for study. This weakness led the research team, as well as many of the trainees, to doubt the wisdom of having the training sessions before the new curriculums were ready. Indeed, one of the curriculum writers stated, "These training sessions in June are crazy. We should have it in September when the thing is finished and we can bring it to them."

Procedurally, too, it was felt that September sessions would have been more beneficial. Many of the trainees in June will likely be working outside Career Guidance as a result of personal and professional considerations. Also, many later appointees will not have had the benefit of the training sessions.

2. The proposal stated that the trainers were to be those "who helped design and create the curriculum in each of these areas". This clause was in line with the basic intent to transmit the new curriculum to the trainees. However, in several instances the leaders of the training sessions were not involved in the writing of the new curriculum. Indeed, in one case the trainer was not licensed in the area that he was training. One unfamiliar with the new curriculum

cannot train others in a content area in which he is untrained.

3. The research team had some doubts about the In-Service Program as planned -even if the new curriculum were ready. First, is it reasonable to expect that "training" may be accomplished in one hour and twenty minutes? For example, there were but two licensed Mathematics teachers among those who returned the reactionnaires, suggesting that most of the Career Guidance classes may not be taught by licensed Mathematics teachers. Yet, the trainer undertook to convey the "new Math" to these mathematically unsophisticated teachers in one session. The research team was doubtful about such optimism. Moreover, if the Board feels that an extensive background and license are necessary to prepare one for teaching Mathematics in the regular track, the same should hold true for Career Guidance.

The same problem arose in the area of Science. Although a substantial part of the new curriculum was available at the time of the training sessions, the Board chose to appoint a licensed Social Studies teacher to train the teachers in the new Science curriculum. If Career Guidance students are to be taught 9th grade Science, which in the regular junior high school is viewed as a way station along a closely articulated, sequential course of study, then one must question the wisdom of training unlicensed teachers by an unlicensed trainer -and all within one hour and twenty minutes.

4. One final set of percepts concerns the training schedule as it applied to the target group of trainees. Assuming that no more than a brief introduction to the new curriculum could be accomplished in the short period allotted, it is surprising that veteran Career Guidance teachers were invited to the sessions. They had previously been introduced to the program and the effective approach with Career Guidance students is something they have learned first hand. Furthermore, all eight content areas were given "equal time", even though some are far less circumscribed than others.

Procedurally, too, the research team questioned the advisability of having personnel attend a training session outside their area of concern. Could the time have been spent more profitably by devoting full morning sessions to one single area? Possibly, the Board could have spent all of the available funds for intensive training in several areas, rather than a sprinkling in many.

In all, then, the research team was considerably less enthusiastic than the teachers regarding the advisability of spending federal funds for the training sessions rather than on other projects designed to improve Career Guidance. There was also a feeling of doubt as to the effects that the training sessions will have on the trainees and, subsequently on the students. In addition, there were serious reservations regarding the attempt to train personnel in a single all-too-brief session. Finally, the research team felt that training must be offered by highly trained instructors to school personnel equipped to teach in the content areas for which they will be responsible in September, 1966.

Part B: Curriculum Development

The project title refers to the target population as "academically frustrated and also severely disadvantaged economically and culturally." Linking the severe academic retardation to curricular inadequacies, the proposal asserts that the traditional curriculum had not met the needs of these potential dropouts. To combat this history of failure and defeat, curricular modification was advanced as a necessity:

If these youngsters are to be rehabilitated and encouraged to continue their education in the one year they spend in these special classes a new and vital curriculum is essential in every subject area . . .based on their backgrounds, aspirations and culture, which will challenge them by utilizing their present interests and future hopes for the world of work. . . .All subject matter will concentrate less on theory and more on the functional and manipulative aspects of each subjects area in order to present pupils with true-to-life problems and situations. . . .it is imperative that a curriculum be designed which will offer them a program of intensive corrective work, challenging subject matter, achievable goals, training in saleable skills and reconstruction of attitudes.

I. Objectives and Design of the Curriculum Writing Project

This aspect of the proposal contained two basic objectives:

- a) To write a new and appropriate program of instruction for those who lack positive orientation toward school and are not succeeding.
- b) "To involve teachers, supervisors and other resource personnel in developing this curriculum; thus training a nucleus of resource personnel for further work in curriculum and for orientation of new teachers."

To insure implementation of these objectives, a total revision of eight different curriculums was proposed and definite guidelines were issued to each of the writing teams. Among the specific instructions issued were the following:

1. Guidance

"The curriculum should be redesigned to include not only guidance in personal and social areas but also training in pre-vocational and vocational skills in preparation for the world of work. This curriculum will aid pupils to evaluate their capabilities and to guide them in planning ways of achieving their goals through success in pre-vocational and academic areas. It will include training in methods of locating part-time employment, preparation for obtaining employment, and follow-up guidance for pupils who obtain part-time jobs."

2. Language Arts

"Intensive corrective work in reading will be offered and extensive reading for information and appreciation in every subject area will be planned through work with newspapers, trade magazines and trade books."

"Basic skills (spelling, punctuation, grammar) will be taught functionally through familiar situations involving social amenities, job orientation, newspaper work, etc."

3. Mathematics

"The curriculum will be redesigned to offer instruction in corrective mathematics."

"Skills and knowledges needed for the recognizing and handling of the quantitative aspects in practical problem situations will be developed. The pupils will be led to realize that mathematics is an indispensable tool in daily living. Fundamental concepts and processes will be reinforced by application, according to ability, in the field of work and recreation."

"Instruction in Business Mathematics will be included to prepare the pupils for work with office machines; e.g., comptometers, computers, adding machines, cash registers."

4. Science

"The curriculum will be redesigned to provide the pupils with functional information and skills through as many manipulative experiences as possible with a minimum of theory and involved explanations. This course will provide the pupils with an understanding of some of the basic concepts of scientific achievement, first-hand experiences through work with science materials and equipment, a knowledge of the consumer's aspect of science, an awareness of the vocational aspect of science, and an awareness of some of the problems of our times relating to scientific achievement."

5. Social Studies

"The curriculum will be redesigned to include instruction in...consumer education and industry....Problems-centered units of work based on pupils' interests and experience will be used to motivate critical-thinking, oral discussion and research."

6. Industrial Arts

"The curriculum will be redesigned to afford the pupils an opportunity for occupational exploration. Major emphasis will be placed on instruction and opportunities for manipulative experiences organized in a cluster of instructional units related to the basic and machine processes essential in various industrial areas: Mass Production, Power Mechanics, Furniture Repair and Refinishing, Office Machines, and Building Maintenance."

"This curriculum will develop saleable skills to prepare these youngsters for a useful job in the world of work. Instruction will also be included to prepare them with methods for locating and holding part-time jobs."

7. Office Practice

"A new curriculum will be developed to offer these pupils an opportunity to learn Filing, Mailing, Messenger Service, Telephone Service, and Record Keeping to provide them with ready skills for obtaining part-time employment and to encourage them to continue their training in high school. This curriculum will also provide them with valuable training in avocational skills; e.g., good work habits, proper attitudes, dependability, honesty."

8. Speech

"The curriculum will be redesigned to offer training and practice in standard enunciation, articulation and voice training so necessary to developing self-respect and poise....Practical applications of the skills taught will be presented through role-playing in true-to-life situations;e.g., job interviews, shopping by telephone...."

II. OBJECTIVES OF THE EVALUATIVE STUDY

Three limited objectives were formulated for this aspect of the report:

a) To determine whether the staff of the Board of Education carried out what it proposed to do. Were curriculum writers engaged? Were the procedures and guidelines set down in the proposal adhered to by the curriculum writers? For example, did the writers of the Science curriculum conform to the prescribed "minimum of theory and involved explanations?" Were teachers and supervisors involved in developing the new curriculum, as proposed by the

Board's project director ?

b) To determine whether the Board of Education achieved its stated objectives. The question here is whether the new curriculum is appropriate, whether it meets the needs of the target population.

c) To offer suggestions and recommendations on the basis of a critical review of the complete Career Guidance Program, the current curriculum, and the partial evidence available regarding the new curriculum. The objective here was to analyze the premises undergirding the proposal, to raise questions wherever appropriate, and to clarify the relevant issues. With the major component of the proposal, the new curriculum, as yet incomplete, the basic thrust of the evaluation was exploration and sharpening of focus.

III. METHODS OF OBTAINING INFORMATION

In this part of the study, observations and interviews had to be the basic evaluative tools. Two well-trained observers spent the month of June 1966 exploring and inspecting various aspects of the Career Guidance Program and the development of a new curriculum. Following were the specific steps taken:

School visitation. The two observers visited a total of 22 schools and spoke with principals, assistant principals, advisors, and teachers assigned to Career Guidance classes. In some cases they interviewed pupils, observed classes in progress, examined the available facilities, and studied the place of Career Guidance within the school structure. Orientation and familiarity were the goals of these visits.

Interviews with the Director of Career Guidance. Both observers met independently and jointly with the Director of the project. As the individual responsible for the proposal, the Director's understanding of the needs of Career Guidance students, the basic philosophy and purposes of the program,

the direction of the curriculum development, and the competence of the teachers were deemed essential to the evaluation.

Interviews with the Curriculum Writers. Each of the writers was interviewed to elicit their attitudes towards the curriculum, students, teachers, and total Career Guidance Program. A structured interview schedule was drawn up, a copy of which is appended. To permit interobserver reliability, six of the writers were interviewed by both observers. Each of the interviews was tape recorded to permit further analysis and assessment by the entire research team. In addition to information regarding credentials, qualifications, **background**, methods of selection of the writers, answers were sought in each of the following questions:

a) Overall purpose of the program: Did the writers feel that the most important outcome of the Career Guidance Program was vocational skills, social adjustment, academic skills, or others?

b) The nature of the new curriculum: Did the writers view their ultimate product as a revision, extension, different in kind, different in quality, or other ?

c) Percept of teacher creativity: Are you providing clear-cut lesson plans or are you leaving room for teacher innovation?

d) Percept of student population: Does the curriculum resemble C.R.M.D., Academic, Business, Vocational and Trade, or other existing Board of Education curriculums ?

e) Similarity to the regular curriculum: Is the new curriculum a simplified version of the regular curriculum or one with a completely new focus ?

f) Perceived target population: Is the curriculum planned for both 8th graders and 9th graders, boys and girls, and all shades of ability and achievement?

g) Relative importance of the curriculum: How vital to the success of the total Career Guidance Program is the curriculum?

Suggestions from Writers and Others. The writers and those interviewed were encouraged to offer criticisms, suggestions, and evaluative comments. These assorted subjective appraisals provided a rich source of leads for further exploration.

Analysis of Current Curriculum. All curriculum materials in use to date in the Career Guidance Program were collected and examined critically for comparison with the anticipated curriculum as culled from the interviews with the curriculum writers. The two curriculums were scrutinized for differences and similarities regarding such issues as vocational vs. academic emphasis or rigid vs. flexible lesson plans.

Analysis of the Board's Evaluation. The Bureau of Educational Research of the Board of Education evaluated five selected schools in May, 1966. The three parts of their study touched on the total program, the behavior of the students, and achievement and attendance records.

In a questionnaire sent to the principals and Career Guidance Personnel of the five schools, each respondent was asked for his considered opinion of the Career Guidance Program. A copy of the questionnaire is appended. Opinions were sought regarding the following:

- a) Describe the most effective aspects of the program.
- b) Describe the least effective aspects of the program.
- c) Describe the reactions of parents to the program.
- d) Should the program be continued essentially unchanged, discontinued, or modified somewhat?

In addition, the teachers were requested to complete a "Student's School Attitude Scale" for each pupil in the Career Guidance Program. A copy of this

scale is also appended. The teachers rated each student on a 7-point scale, moving from "Highly motivated, No rebellion" to "Highly rebellious, no motivation." The teachers were to check one box for the best description of the student's behavior in September, 1965 and another for May, 1966.

Finally, a class sheet was completed for each group which contained Reading scores in October, 1965 and May, 1966; Mathematics scores for the same two dates; teachers' average mark for English, Social Studies, and Science for '64-'65 and '65-'66; and number of times late and absent for '64-'65 and '65-'66. The evaluative criteria were changes in behavior, achievement, and attendance.

Limitations of the Study: This evaluation was meant to assess the new curriculum, but the unavailability of the new curriculum placed a major obstacle in the path of this projected assessment. For example, it was not possible to compare the old curriculum with the new. Nor was it possible to design any analytic categories for an appraisal of the new curriculum. Consequently, this aspect of the report carries a more clinical and subjective stance. Writers' stated views of what they intended had to be substituted for exhaustive analysis of a finished product. Indirect bits of data were assembled, rather than immediate direct appraisal and critical review.

IV. RESULTS

For the sake of clarity, this diffuse body of data will be reported according to the objectives of the evaluation. Briefly stated, the objectives were to determine whether the proposal was implemented; whether the stated objectives were achieved; and to suggest guidelines for the future.

IMPLEMENTATION

Although many of the curriculum writers were still in the process of constructing their new curriculum at the time this part of the report was being written, it appears that the Board did carry out the basic steps of the proposal. Curriculum writers were engaged and the Board has been in the process of readying the materials for printing.

A question can be raised whether the curriculum writers adhered to the guidelines and procedures set up in the proposal. Comparison of statements in the proposal and views expressed by the curriculum writers suggests that the Board and the writers were not always in accord. For example, the proposal stated that the Language Arts curriculum "will be planned through work with newspapers, trade magazines and trade books." However, the writers of the Language Arts curriculum expressed no such intentions. Similarly, the proposal stated: "This curriculum (Industrial Arts) will develop saleable skills to prepare these youngsters for a useful job in the world of work." However, the writer of the Industrial Arts curriculum stated that he was not preparing Career Guidance students for a job, that the primary objective was to develop confidence and help the child's personality.

Another equivocal issue is whether the curriculum, as planned, is truly "new". Without considering the variety of applications of the terms, it is apparent that the Career Guidance curriculum has been under revision for some time. Of the three parts that comprise the new Social Studies curriculum, the first two parts were completed on 11/17/65 and 2/9/66. A complete revision of the Career Guidance Course of Study in Mathematics was printed on 8/28/64 and the writer of that curriculum was the same person who was to write the "new" curriculum. Indeed, the research team felt that most of the supposedly new curriculums were truly modifications, extensions, and revisions of existing Career Guidance Programs.

The second objective of the proposal was "to involve teachers, supervisors and other resource personnel in developing this curriculum." The purpose was to train a nucleus of resource personnel for further work in curriculum construction. However, in many cases the curriculum was written without soliciting suggestions from teachers and in many other instances the writers stated that their product requires no further work. Consequently, neither involvement nor ongoingness was noted as a general rule by the research team.

Achieving the Objectives

The previous section dealt with the relative externals of procedures, but with respect to objectives, one must be prepared to describe the nature of the students of Career Guidance, the professional preparation of the teachers in the program, and the long-range goals and purposes of the program. It is not wise to write a curriculum without a clear awareness of the three basic components of any curricular experience. The proposal states that the curriculum is designed "to meet the needs of..pupils..who are not succeeding." If the curriculum writers misjudge these needs or miscalculate the ability of the educational system to meet those needs, then their curriculum is most likely to be inappropriate.

Beginning with the understanding of the students' needs, the Director of the Career Guidance Program stated on several occasions that the students themselves have altered the direction of the program. Initially, the Director felt that a vocation-oriented, truncated version of the regular junior high school curriculum was appropriate. However, the students reportedly protested that they do not want to be shifted off to a vocational track and that they want to go on to college. The Director also reported remarkable achievement results on the part of Career Guidance students to justify return to the regular curriculum. The only difference envisaged was in approach, for the

Director felt that a "more jazzed-up approach" was necessary to cater to students who have experienced failure so often.

Many of the writers echoed the sentiments of the Director. Some saw no difference between the curriculum they were writing and the regular curriculum. Some suggested that their curriculum may, indeed, be substituted for the regular junior high school curriculum. The Industrial Arts writer also carefully avoided any vocational bent to the curriculum, insisting that the double dosage of shop is merely a means to improve academic skills through increased motivation and interest. It is worth noting here that more than 95 percent of the pupils go on to 10th grade instruction.

This optimistic view of the Career Guidance student was not borne out by assessments made by the Board.

Of 15 students in a Career Guidance class that was evaluated by the Bureau of Educational Research, 12 were reading below a grade level of 5.2 - after one year of Career Guidance. In the same group, 10 of the 15 had 17 or more absences during the school year. Such records hardly show promise of future academic success.

There is no desire to minimize the very real contribution that Career Guidance has made for many of these youngsters. Accolades were volunteered by assorted personnel regarding improved self image, increased ego strength, self acceptance, social conformity, and the like. But these unquestionably important services are not relevant to this particular proposal. The funds requested were for the construction of a curriculum that would meet the needs of Career Guidance students. Although there are some dramatic examples of sudden and marked academic growth in the period of one school year, most Career Guidance students remain severely retarded in the area of academic learning. The research team felt that the optimism inherent in Board's new

curricular stance runs counter to the reality view of research that longstanding cognitive and behavioral styles do not change quickly or radically. Consequently, regarding the all-important issue of the needs of Career Guidance students and the new curriculum being appropriate to those needs, the judgment of the research team was not congruent with that of the Board and the curriculum writers.

Parenthetically, many of the curriculum writers seemed aware of the dilemma; as one writer put it:

Number one, we're trying to keep them in school. Number two, we're trying to give them a curriculum that would be meaningful to them in the immediate-when and if they should go out in the job market. These are incompatible. This is not the same kind of program that you'd be giving if you're preparing to kiss them goodbye at age 17.

Another teacher reported the instructions from the Board: Keep it as close as possible to the regular track 9th grade curriculum, but also keep it simple and stick to the basics. Although many of the curriculum writers recognized and verbalized the seeming paradox between job training and continuing in school, they generally proceeded to plan or create a curriculum that was equally suitable for any regular track.

The second component of this receiving system for the new curriculum is the teacher. Assorted probes were therefore meant to elicit the curriculum writers' judgment of the teachers in the Career Guidance Program. Generally, the writers viewed the teachers as inexperienced and in need of clear-cut lesson plans and a virtually cook-book curriculum. One writer explained:

Much of curriculum planning is a matter of relieving teacher incompetence, of providing the marginal teacher with some wherewithal to function and to begin at least the teaching act.

Another writer stated:

Once upon a time we thought it was terrible if teachers didn't prepare their own lesson plans. Now we think it's terrible if we don't prepare lessons for them.

Another writer stated that even a "blind" person could follow the specific instructions set down. One curriculum writer recognized that a highly structured curriculum leaves little room for teacher innovation:

90% of Career Guidance Language Arts teachers are not licensed in Language Arts. For them we must have clear-cut lesson plans. But those licensed would look with scorn and condescension. You're caught in a dilemma. Only direct way for unlicensed is consecutive lesson plans. For those licensed, just list skills in abstract.

The research team found the curriculum writers somewhat inflexible in their estimates of the target teachers for whom they were creating the new curriculum. There was little special provision for highly experienced and creative teachers; for those teaching boys' classes as against those teaching girls' classes; for 8th graders as against 9th graders; and for classes of considerably varying abilities and achievement levels. It appeared to the research team that the writers needed to take into greater account the broad variability in both teacher and student preparedness and the students' plans for continuing their education beyond the 9th year.

Several of the questions posed during the structured interviews were attempts to elicit the views of the curriculum writers regarding the overall purposes of the program and the relative importance of the curriculum within the hierarchy of special features that Career Guidance boasts. Regarding the single most important outcome of the program, the writers generally felt that a favorable ego image on the part of the pupils represented the single most vital product of Career Guidance. Although the writers were aware of other outcomes, such as academic skills or vocational preparedness, they chose the area of

personal adjustment as crucial. Nevertheless, the writers were unanimous in their feeling that an improved curriculum was vital to the success of the Career Guidance Program. They were fully aware of other aspects of the program, such as small classes; a full time advisor for 45 students; separate classes for boys and girls; a separate shop for Career Guidance; 8 periods a week of Industrial Arts; part-time work opportunities; and special funds for materials. Yet the writers viewed their product as playing a crucial part in the program.

Since the previous sections of this report were written before the completed new curriculums were reviewed, a supplementary report had to be added after the research team had the opportunity to study the completed curriculums. This addendum follows the same outline as used above: a) Implementation. b) Achievement of Objectives. c) Recommendations.

A. Implementation. An analysis of the completed curriculums underscores comments made above concerning the newness of the curriculum guides.

1. Both Social Studies I and Social Studies II are virtually identical copies of the experimental editions published 11/17/65 and 2/9/66. The changes that were made are minor, consisting of editorial and grammatical corrections and the addition of bibliographies.

2. Mathematics. The newly printed curriculum was substantially the same as the one printed on 8/28/64. Except for some changes of style, there were no changes or additions.

3. Speech. The initial experimental edition was printed on 6/28/63 and the new curriculum follows the same number and pattern of units.

4. Office Practice. The initial edition was printed in 1963, but some entirely new materials have been added since then.

5. Job Placement and Guidance. Although the new edition contains much that appeared in the 1963 edition, there are a sufficient number of entirely new and completely rewritten pages to justify designation as a new curriculum.

In general, then, it would have been more precise had the Board described the project as one involving several new curriculums and revisions of others.

B. Achieving the Objectives. Basically the earlier findings were reinforced after the new curriculums were studied. The key objective of the proposal was to create a curriculum that would meet the needs of chronic school failures. It is in this crucial area of defining the needs and potentialities of the target group where greater clarity is needed. For example, the introduction to the new Science curriculum states:

Three years of experimentation and a study of similar programs throughout the nation showed that a new teaching approach was essential in every subject area, if these youngsters were to be rehabilitated and redirected. Adaptations or "watered-down" versions of the traditional curriculum without a modified approach presented learning situations which were only too familiar and were filled with the failures and frustrations of the past. It was also evident that once these pupils had spent some time in a Career Guidance class they began indicating that they no longer wanted to go to work; they now wanted to prepare themselves for high school.

Is it possible that some of the so-called chronic failures could after some exposure to the Career Guidance program be ready for the regular junior high school work?

The authors of the Science curriculum also state that theirs is a departure from the initial orientation of Career Guidance, that

they expect these youngsters to continue on into high school and not to enter the job market until further education.

The subject matter developed departed largely from the job-centered themes and concentrated on the skills and subject matter necessary for further study in high school... The material presented parallels as closely as possible the regular 9th-Year Science curriculum.

Yet, the authors are not ready to say that their curriculum is identical with the regular one. Instead, their slant is to concentrate "less on theory and more on the functional and manipulative aspects... to present the pupils with true-to-life problems and situations." The same idea is repeated later: "Emphasis has been placed on providing the pupils with many experiences in the manipulation and use of science materials rather than on classroom discussions of theory..."

One wonders whether these pupils could transfer to an academic or vocational high school on the basis of manipulative activities that do not lead to the essential processes of abstracting, conceptualizing and critical analysis of printed material. Perhaps the most optimistic claim of the program was that the 9th grade students would be able to learn what they missed in the 7th and 8th grade science along with the regular 9th grade science curriculum. When the Director was asked how this can possibly be accomplished, the answer was that the classes are small and most of the students hold part-time jobs, thus permitting others to have virtually private instruction and to move rapidly.

Questions regarding content and objectives were also asked of the writer of the Language Arts curriculum. Here, too, the stated desire was to present Career Guidance students with experiences of "real" literature, not "kid stuff". However, it was pointed out by the interviewers that of the eight periods reserved for Language Arts, four must be devoted to corrective reading and one to speech. The

research team asked how it would be possible for chronic academic failures and retarded readers to manage regular 9th grade literature in but three periods per week. Although the curriculums were truly impressive in terms of scope, organization, clarity, and technical excellence, the question remained whether the content level was suitable for the pupils in this program.

What also seemed clear from study of the curriculums is that various writers had entirely different concepts of the Career Guidance student in mind. In contrast with the Science, Social Studies, and Language Arts writers who seemed to be gearing their product to capable and motivated youngsters who are but slightly different from regular junior high school students, other writers portrayed a deflated, defeated delinquent. For example, the Job Placement and Guidance curriculum described the Career Guidance youngster as follows:

Lack of ambition; record of failure; poor records in personal and social adjustment; inadequate work and study habits; irregular school attendance; negative or hostile attitudes; product of broken homes; lonely and retiring; over-aggressive.

The writers of this particular curriculum think in terms of more modest academic growth and speak of "some measure of academic success". Indeed, the basic aim of the program is to equip these youngsters with low-level vocational skills, rather than seeking success through academic accomplishment.

To help the pupils understand the dignity and importance of work and to learn how to adjust to their first job... Explaining the moral aspects of work and the responsibilities of workers... Orienting the pupils to the various aspects of the world of work... Helping the pupils in the selection of proper vocational training and/or selection of a job... For some of these pupils a part-time job is a good way to learn the discipline that the home, the school, and the community have been unable to teach them... The fact that a pupil can obtain and hold a job such as messenger boy, delivery boy or stock clerk, gives him an opportunity to experience success.

What is apparent from these divergent images of the Career Guidance student is the lack of agreement regarding objectives. It appears that each set of writers was free to develop his concept of Career Guidance and to plan a curriculum that would meet his particular concept of the pupils' needs. There was no evidence of a unified, integrated body of theory based on objective data regarding the students' realistic abilities, achievement, and aspirations. With each writer permitted to project his own image of the Career Guidance student, it is little wonder that objectives cover the range from early employment through college preparation. The research team felt that the difficult and exacting academic curriculums, such as Science and Social Studies, were most inappropriate and unrealistic for some of the pupils. The team found little to criticize in the less demanding vocational curriculums, such as Office Practice, Job Placement, and Industrial Arts.

Despite the inconsistencies in aims and difficulty levels, some of the new curriculums seem most promising. In a highly imaginative, well constructed approach to the problem of Career Guidance students, the Industrial Arts curriculum planned to build all of the academic skills around a shop core. The rationale was based on the supposed concrete and manipulative orientation of these students and the sheer time and space emphasis on Industrial Arts in Career Guidance. This curriculum indicated how all subject areas could be encompassed in one unified and integrated framework. For example, one of the major units is the maintenance and repair of bicycles. The curriculum sets forth suggestions for involving other subject areas: Mathematics lessons may be coordinated through use of the speedometer, estimating and computing; Social Studies may be coordinated through discussion and

study of factory methods, mass production, and source of materials; Science would introduce speed, balance, friction, and centrifugal force; and Language Arts could focus on reading road maps and writing safety slogans. A similar approach was outlined for each of the Industrial Arts units. For the subject of Operating Office Duplicating Machines, the following were suggested: Mathematics may include estimating cost of paper and supplies, cutting stock to dimension; Science would revolve about composition of metal, chemistry of ink, and process of photography; and Language Arts could take advantage of proof reading opportunities or reading job sheets.

Guidelines. Study of the completed curriculums generally support the series of recommendations that were incorporated in the early part of the report.

1. Since the project was based on the plan of providing an appropriate curriculum for Career Guidance students, it is essential that research determine the nature and needs of these students. A beautifully written, accurate, and tightly organized curriculum seems to be in the making, but much of it may remain inappropriate if the students have neither the background nor the ability to assimilate the material.

2. It is necessary to build into the curriculum closer articulation both with elementary and secondary school programs. In order to restructure human beings continuous and ongoing programs and curriculums must be established from the earlier school level through the high school.

3. The approach with non-achievers requires a consideration of the students as individuals, and of flexible instructional treatments and provisions for adaptation to different ability levels. The Science curriculum, for example, contains more than 100 problems that must be covered in one year.

This program requires that topics such as Pressure and Sound be covered in less than two periods each.

4. One theme running through the literature of Career Guidance is the need for a therapeutic or ego enhancing school experience, that the curriculum must be a vehicle for ego growth. The research team felt that some parts of the curriculums in Social Science, Mathematics, and Science fall into precisely this category. These curriculums should be re-examined and modified to provide an opportunity for ego growth, and reduce the possibility for ego frustration.

5. The research team was generally in accord with the curriculum and instructional approaches for the disadvantaged that Savitsky proposed. In addition to his suggestions to personalize, to organize short, achievable units, and to build in elements of success, Savitsky stresses the need to orient disadvantaged students to job experience or the world of work:

Occupational-mindedness is a dominant characteristic of these students. It is within the context of seeking a short-range, immediate goal --some vocational competence that bears hope and promise of erasing their disadvantaged state: it is their pragmatic test for judging the worth in subjects they are required to study. There is, therefore, more readiness to absorb instruction when identification or transfer is made to job preparation or improvement. This becomes especially meaningful and effective for students in supervised work-experience programs. Thus speech behavior in job interviews is woven into language arts; how we breathe and the production and transmission of sound are similarly part of this subject and are related to biology and science; protecting the worker is an assignment in social studies. (1)

(1) C. Savitsky. Reaching the Disadvantaged. In E. P. Torrance and R. D. Strom (Eds.) Mental Health and Achievement. N. Y.: John Wiley and Sons, 1965, p. 308. pp. 305-311.

What Savitsky proposed was part and parcel of the initial Career Guidance orientation. The purpose of part-time work was to integrate the world of work and academic skills. The Career Guidance administration has apparently found reason to alter this approach in some measure and to work toward returning Career Guidance students to the mainstream of academic competition. The research team feels that this decision may be unrealistic for large numbers of the target population. Work as the nucleus or core could permit teachers to operate as a team, to plan all academic experiences about this one area of assumed concern for each Career Guidance student. Work can carry motivational and concrete, meaningful, and ego-success elements. The single curriculum that maintains this orientation in a most sophisticated and creative manner is the Industrial Arts curriculum. The research team felt that such a work-centered and academic-shop integrated curriculum represents an appropriate and ego enhancing approach for Career Guidance students and should be expanded beyond present limits.

III Summary Conclusions and Recommendations

A. The Teacher Training Program

1. The evaluators questioned the timing of this project, which involved the training of teachers and supervisors at the end of the school year since some of them will not be involved in teaching Career Guidance classes in the following year. The investigators felt that such a training program given at the beginning of the school year would have been more effective.

2. The evaluation team was considerably less than enthusiastic about a teacher training program in the use of new curriculum materials that was not ready during said training.

3. Although the trainees were generally experienced people as a group, there were too many (especially in Mathematics) who were teaching in subject areas beyond their special preparation or license.

4. The value of the evaluation was unfortunately marred by the fact that questionnaires asking for reactions on the part of those trainees were answered by less than 40% of those enrolled.

5. The teachers entered the training program with high hopes and felt at the end of the training sessions that the program constituted good use of federal funds and that they and their pupils would benefit by the training they had received. The Assistant Principals involved in the training program, though not so optimistic as the teachers, felt that the program was worthwhile.

B The Development of New Curriculum Materials

1. The research team was fully aware of the positive and constructive aspects of the Career Guidance program in junior high schools, with its many noteworthy aspects: small classes, full time advisor for 45 pupils, separate classes for boys and girls, a separate shop with 8 periods of Industrial Arts, part-time work opportunities and special funds for materials.

2. Whatever the causes (the brief time --about a month-- allotted for the evaluation of the project made research in depth impossible) which may be operating, the students in the Career Guidance program do not drop out at the end of the junior high school Career Guidance experience; more than 95% of them go on to 10th year instruction in academic and vocational high schools.

3. The greatest contribution of the Career Guidance program lies in the real growth and improvement of the pupils' self image and ego strength.

4. Some promising material was developed by the writers of the curriculum material. In Industrial Art it is recommended that all of the academic skills be centered around a shop core. The Social Studies Curriculum suggests coordination through the discussion of the factory methods. There are similar suggestions on the materials for use in Language Arts and Operating Office Duplication, Mathematics and Science.
5. Work centered and academic shop integrated courses represent an appropriate ego enhancing approach for Career Guidance students and should be expanded beyond present limits.
6. The curriculum writers, in their estimate of the ability of the teachers who were to use the new curriculum materials, seemed inflexible and insufficiently aware of variability, or teachers and pupils.
7. Teachers and supervisors were not widely involved in preparation of the new materials.
8. The research team question whether the material developed was really "new" or mere extensions, modifications and revisions.
9. The writers of the curriculum materials did not have a consistent view of the needs of the pupils in Career Guidance classes, their aspirations and the course of their future education. There is evidence of confusion as to purpose -whether it is to prepare pupils with marketable skills in a vocation-oriented curriculum or to prepare them for continued education in academic and vocational schools.
10. The evaluators question the degree of success or academic achievement of pupils in the Career Guidance classes and consequent justification of returning pupils to regular classes in junior or senior high schools. In the small sampling made, pupils were reading below grade levels, and the degree of absence did not augur well for future academic success.

To summarize, though the investigators found many strengths in the Career Guidance program, they question whether the curriculum material developed in this federally funded curriculum writing project furthered the understanding of the needs of the pupils or provided the most appropriate or valuable assistance to the teachers of these special classes.

CURRICULUM DEVELOPMENT AND TEACHER TRAINING FOR
DISADVANTAGED PUPILS IN SPECIAL CLASSES (CAREER
GUIDANCE) IN REGULAR JUNIOR HIGH SCHOOL.

Research Director:

Dr. Abraham Tannenbaum, Associate Professor of
Education Teachers College,
Columbia University

Research Staff:

Dr. Morris Gross, Assistant Professor of Education
Hunter College, the City University

Dr. Rita O' Hara, Assistant Professor of Education
Hunter College, the City University

INTERVIEW SCHEDULE FOR CURRICULUM WRITERS

1, What do you think would be the most important outcomes of the Career Guidance Program?

- a. vocational skills
- b. social adjustment
- c. academic skills
- d. other

2, How were you selected for doing the curriculum for the Career Guidance Program?

- a. Did you work on the original curriculum 3 years ago? _____
- b. If not, how were you oriented to this work? _____
- c. Who oriented you to this work? _____

3, What is your background for this work?

- a. License(s) _____
- b. Years of experience _____
- c. Chief school experience _____
- d. Have you ever worked on the regular Board of Education curriculum? _____
- e. If so, which one (ones)? _____

4. How do you view the curriculum you're working on with the current Career Guidance curriculum?

- a. revision _____
- b. extension _____
- c. different in kind _____
- d. different in quality _____
- e. other _____

5. In terms of the curriculum you are now working on, where would you feel the main focus would be? Is every aspect of the curriculum specified with strong emphasis on planned lessons for the teacher or do you conceive of the new curriculum as providing guideposts which permit flexibility and innovation on the part of the teacher?

What would your rationale be for this approach?

6. If you have knowledge of other curriculums, which one would Career Guidance most closely resemble?

- a. Vocational and Trade
- b. Business
- c. C.R.M.D.
- d. Academic H.S.
- e. Combination of
- f. Other

If there is a resemblance, how closely will it resemble any one of these (to your knowledge?)

7. Do you think this Career Guidance curriculum is:

- a. A simplified version of the regular Board of Education Curriculum? _____
- b. one with a completely different focus than the previous curriculum? _____

- c. a combination of both? _____

- d. a more vital version of the regular Board of Education curriculum? _____

- e. other?

8. Did you revise this curriculum on your own, or did you work with to get help from others?

- a. teachers
- b. administrators
- c. supervisors
- d. curriculum experts
- e. students
- f. the Board of Education

If so, what kind of help

9. Will there be provision for variations in the curriculum used in the 8th and 9th grades? What will they be?

10. What provisions are you making for finding out the response to your curriculum?

11. Do you anticipate the need for any future revisions of the Career Guidance curriculum?

12. What difference has the Federal funds made in your developing this new Career Guidance curriculum?

- a. resources
- b. use of consultants
- c. processing of the curriculum materials
- d. improved working conditions
- e. clerical staff
- f. evaluation
- g. editorial work
- h. other

13. Would you have any suggestions as to how federal monies for curriculum development ought to be spent in the future?

14. How large a contribution to the success of the Career Guidance Program in the schools do you think curriculum has made?

'	'	'	'	'
Very Great	Moderate	Neutral	Minimal	None

Your curriculum in particular?

'	'	'	'	'
Very Great	Moderate	Neutral	Minimal	None

CENTER FOR URBAN EDUCATION

EVALUATION OF TRAINING PROGRAM FOR CAREER GUIDANCE PERSONNEL

This form has been prepared by the Center for Urban Education (C.U.E.) to help the New York City Board of Education evaluate the federally funded aspects of the Career Guidance Program. It is part of a larger scale assessment that will enable the Board to plan future expenditure of such funds on the basis of attitudes and recommendations expressed by Career Guidance Personnel throughout the city. In filling out this form you are invited to react to the Saturday morning in-service training session you have just attended. Use a separate form for each content area. Since there are two content areas covered every Saturday morning you are given two forms in order to be able to react separately to each area.

DIRECTIONS:

Part One: Fill in the following background information.

1. Your position in the New York City School system. (check one)
Assistant principal _____; Teacher _____; Advisor _____
2. Number of years in the New York City School system. (check one)
3 or less _____; 4 - 10 _____; 11 - 20 _____; 21 or more _____
3. Sex (check one) Male _____; Female _____
4. Indicate N.Y.C. Board of Education license (s) you now hold:

5. Indicate subject (s) you have taught in the city system, and place an asterisk next to the one (s) you now teach.

6. Indicate the content area of the training session you are rating on this form.

Part Two: Rate each item as follows: Circle one using the following scale:

5 = Excellent (or high)
4 = Good
3 = Satisfactory (or moderate)

2 = Fair
1 = Poor (or low)
N = Not Applicable

1. Board of Education's decision to spend its federal funds on a June in-service training program rather than on another project....5 4 3 2 1 N
2. Board's decision to incorporate the present content area into the in-service training program..... 5 4 3 2 1 N
3. Degree to which you expected to benefit from this session before you entered it..... 5 4 3 2 1 N
4. Your overall rating of this session after it ended..... 5 4 3 2 1 N
5. Instructor's coverage of content..... 5 4 3 2 1 N
6. His organization of subject matter..... 5 4 3 2 1 N
7. Quality of his presentation..... 5 4 3 2 1 N
8. His mastery of the subject..... 5 4 3 2 1 N
9. Chances that the June in-service program will change the professional behavior of:
 Assistant Principals..... 5 4 3 2 1 N
 (answer all three)
 Teachers..... 5 4 3 2 1 N
 Advisors..... 5 4 3 2 1 N
10. Chances of Career Guidance pupils benefiting in September, 1966 from your experience in this session..... 5 4 3 2 1 N

Part Three: Write freely about any aspect of this session (or of the in-service program in general) that pleases and/or displeases you. Suggestions for improvement are also welcome.

CENTER FOR URBAN EDUCATION
33 West 42 Street, New York

Educational Practices Division
Nathan Brown, Associate Director

Evaluation of New York City School District
educational projects funded under Title I of
the Elementary and Secondary Education Act of
1965 (PL 89-10) - performed under contract
with the Board of Education of the City of
New York, 1965-66 School Year.

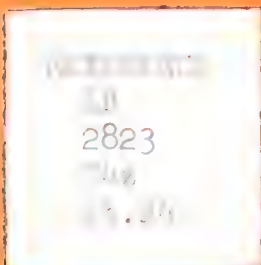
Joseph Krewisky
Research Coordinator, Title I Projects

A PROGRAM TO PROVIDE EDUCATIONAL ENRICHMENT
TO DISADVANTAGED IN-SCHOOL NEIGHBORHOOD YOUTH CORPS ENROLLEES
DURING THE SUMMER

Dr. Bernard Peck
Research Director

Dr. Max Weiner
Associate Research Director

Mrs. Marcella Williams
Associate Research Director



1966

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I. INTRODUCTION

Purpose

The Neighborhood Youth Corps (NYC) developed a program to provide disadvantaged youths between ages 16 and 22, who were attending school, with jobs and educational enrichment during the summer of 1966. The program was carried on by various community agencies and by the New York City Board of Education (Board). The following were the agencies with which the Board cooperated:

Bedford-Stuyvesant Youth in Action (YIA)
Community Council of Greater New York (CCGNY)
Haryou-Act (Haryou)
Mobilization for Youth (MFY)
New York City Mission Society (NYCMS)
United Neighborhood House (UNH)

The purpose of the study described in this report was the evaluation of the effectiveness of the educational enrichment aspects of the New York City summer program, having special reference to the contribution of the Board of Education.

The evaluation was performed at the request of the Board of Education by the Center for Urban Education (CUE), an independent educational research agency.

Background and Initial Planning

Initially it was contemplated by the Board of Education that NYC enrollees would be given a work assignment of four hours each day and an educational program for two hours each day. The educational program, for the most part, was to be remedial, ungraded, and centered around the work program of the enrollees. The teaching was to be done by a large number of teaching aides who were to be enlisted from among college "work-study" students. Vista and other volunteers, and from

among the more able students enrolled in the Neighborhood Youth Corps. Small group and tutorial procedures were to be employed in the actual teaching. Supervision and assistance with the curriculum would be provided by Board of Education personnel who would furnish the necessary professional dimension to the program. In most instances the program itself was to be conducted in the neighborhood facilities of the cooperating community action agencies.

In point of fact, the agencies, with the exception of the Community Council, generally hired qualified teaching personnel, frequently Board personnel, and consequently supervision of the sort initially planned was not provided to the agencies. Board of Education teaching personnel for the most part then assumed a straight teaching function, working alongside agency personnel. In the case of the Community Council the agency did employ teaching aides and the Board teachers thus assumed a role more in keeping with that originally contemplated.

The Board of Education also provided a total of 12 curriculum specialists, 10 resource teachers, and a librarian. The curriculum specialists functioned generally, although not always, in conventional ways, i.e., they developed and provided educational materials. The curriculum specialists were rotated and spent some time at each agency. Resource teachers were to serve as a bilingual resource for facilitating communication between the teachers and the Spanish speaking enrollees. As a consequence of the relative lack of Spanish speaking enrollees, the resource teachers did not always function in terms of the original conception. A number taught, and two assumed the role of foreign language instructors (Spanish). The librarian, it was originally planned, would, among other things, service the program with the aid

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of a bookmobile. As will be indicated later, the book requisitions were not filled before the program was completed and the librarian consequently spent her time at the Office of the Program Coordinator developing lists of books deemed appropriate for the enrollees and for the staff and taking the initial steps towards procurement.

For administrative purposes the City was divided into four geographical areas, each headed by an Area Supervisor. Because of this geographical division each Area Supervisor sometimes was required to deal with more than one agency, and in at least one instance a teacher came under the jurisdiction of two Area Supervisors.

At the apex of the administrative pyramid was the Program Coordinator and a staff of two, one of whom had responsibility for the curriculum consultants, and one of whom paid special attention to the resource teachers.

A word about the agencies. Each agency designated a person to act, in effect, as educational director of the agency's program providing administrative direction and professional leadership. The educational directors received assistance from other agency personnel.

The Operation of the Program -Chronology

The New York City summer program, funded by the office of Economic Opportunity burst upon the scene the first week of June with operations scheduled to commence July 5 and terminate August 31, 1966. From the point of view of the Board, plans had to be developed, coordination had to be effected with NYC, and with six community agencies who were likewise involved in hasty organizational efforts, supplies, curriculum materials and library materials procured, and a staff recruited.

In the period June 6 to July 5, the Program Coordinator and his staff held meetings with Neighborhood Youth Corps personnel, with agency personnel, recruited staff, prepared the required requisitions, and in general performed required administrative and supervisory work. Some curriculum guidelines were also prepared at this time. The agencies were faced with similar problems, and in addition had to recruit the enrollees and develop the job programs. Classes most frequently did not get underway until the second or third weeks of July, and terminated generally at the end of August.

II. OBJECTIVES OF THIS EVALUATION

The evaluation basically was designed to determine the extent to which objectives sought by the Board of Education were achieved. These objectives initially were as follows:

1. The program was to be essentially remedial and result in improvement of the reading and arithmetic skills of the enrollees.
2. Enrollees would emerge with realistic occupational goals which would be perceived by the enrollees as requiring the completion of school for their attainment.
3. Participating teachers would gain deeper understandings of disadvantaged youths and their neighborhoods, and the positive role of community agencies in the education of disadvantaged youth.
4. Hopefully, innovations in teaching methods would be developed during the course of the project and would be made available to teachers of disadvantaged adolescents.

The Minutes of a July 15 meeting on this proposed evaluation, attended by representatives of Neighborhood Youth Corps, the Board of

Education and the Center for Urban Education, indicated the following additional objectives:

1. The gauging of any attitude change toward the school system on the part of agency personnel and enrollees.
2. The presentation of a factual account of the program.

An attempt has been made during this evaluation to provide data relating to these objectives, although this was not contemplated when the instruments were developed to determine whether Board objectives were achieved.

It should be noted immediately that the agencies had their own list of objectives. These objectives, except in the instance of Mobilization for Youth, were, as stated, similar to the Board's, although there were differences in emphasis and focus. MFY's objectives, and the procedures utilized to achieve them, were judged to be somewhat different, and the evaluation procedure utilized in this study sometimes may not validly represent the activities and outcomes of the MFY operation. Again, it is emphasized that the evaluation was designed on the basis of the statement of the Board objectives. It did not become apparent until the evaluation was underway, and after final commitment had been made to a particular research design and series of instruments that differences between Board objectives and Agency objectives became apparent.

Because of these varied objectives and the limited time between the actual initiation of the program and the end of the program, procedures which had originally been recommended for determining whether objectives were reached were not always utilized. There was no attempt to measure achievement by the use of standardized tests; instead, the only

measures of achievement provided were personal appraisals by teachers and enrollees. No plans were developed to obtain achievement test scores for enrollees available in the schools in September (and appraising educational achievement during the summer through the analysis of these later tests). No parent interviews were conducted, although indirect estimates of parental attitudes towards the program were obtained. Finally, only indirect data were obtained on the relative effectiveness of the conventional school situation as compared with the Neighborhood Youth Corps situation.

III. OBJECTIVES OF AGENCIES AND RELEVANT PROCEDURES USED BY AGENCIES

Bedford-Stuyvesant Youth in Action

Objectives:

1. The need for remediation was perceived as paramount, and educational enrichment was defined as remediation. However, the approach was to be tailored to the needs of the individuals and was to develop out of the requirements of the job at which they were working. Further the curriculum materials developed were to be creative.
2. Provide enrichment where it was indicated.
3. Cultivate positive attitudes among enrollees towards school, and show relationship of school to job attainment.
4. Enable enrollees to communicate more effectively with teachers during the regular school year, and thus to make their needs known.
5. Help enrollees understand their responsibility to the community.
6. Develop pride in the Negro and Puerto Rican cultures.

Procedures:

Curriculum materials relevant to the job experience of the enrollee were developed and these materials were used in the process of remediation. For example, if the enrollee was employed as a recreation worker he would be provided with materials describing games that he would be expected to know, rules that were to be followed, etc.

Discussions were conducted regarding the Negro and Puerto Rican cultures, and Negro deprivation was highlighted. Slides were frequently used.

Enrollees participated in community clean-up campaigns and voter registration drives.

Enrollees received one hour of instruction four days per week at a variety of sites.

The Community Council of Greater New York

Objectives:

1. To provide remedial work in arithmetic and reading.
2. To modify constructively the attitudes of enrollees towards schools by enabling them to have positive experiences with teachers.
3. To reinforce the importance of continuing education.
4. Some educational enrichment was to be provided to appropriate enrollees.

Procedures:

Materials utilized in the arithmetic and reading remediation programs were related to the real or projected life situation of the enrollees. For instance, 1040 Tax Forms constitutes curriculum materials.

The teacher aides were made conscious of the need to provide a



constructive teaching-learning experience for the enrollees.

Whenever possible the utility of remaining in school was stressed. Thus, during the use of the 1040 Tax Form, the relationship between schooling and earning ability would be indicated.

Enrollees received about three hours of instruction per week at a variety of sites.

Haryou-Act

Objectives:

1. To provide remediation in a creative way by using meaningful materials such as current magazines, job-oriented pamphlets, etc., in the context of an informal teaching situation.
2. Provide educational enrichment to able Ghetto youth in areas such as philosophy, history, foreign language.
3. Cultivate constructive attitudes towards teaching and education.
4. Help enrollees develop positive self-images by utilizing the teacher's relationship with the enrollees and the enrollee's relationship with his peers.
5. Develop positive attitudes toward the role of the Negro in American history.

Procedures:

In the reading remediation program materials were developed which were relevant to the needs of the individual enrollees. For example, texts were eschewed and job-oriented materials were utilized. Units were short and could be mastered in a single session. Emphasis was placed on the achievement of good teacher-student relationships, and

individual counseling on the part of teachers was encouraged. Enrollees were helped to become more test wise. Sample civil service exams were administered, and enrollees were helped to achieve a sense of competence in test situations.

Visits to the Shomburg Library were arranged and library personnel showed films relating to the Negro contribution to American history.

Class size was limited -- one teacher to ten students -- and an informal teaching atmosphere was created.

Instruction was provided each enrollee for three hours a week at a number of sites.

Mobilization for Youth

Objectives:

1. Deepen the enrollees' understandings of, and respect for, the East Side Culture.

2. Provide culture enrichment by taking enrollees outside of the East Side to experience other cultures.

3. Provide a leadership program in which the enrollees would learn to have an effect upon events instead of merely witnessing them.

4. Provide insight into mathematical and scientific concepts by utilizing them in the activities of everyday living, as well as in ordinary academic studies.

5. Provide the enrollees with teaching in areas related to their summer work.

6. Acquaint the enrollees with services available in the community.

Procedures:

Classes were made to different locations on the lower East Side and community leaders were invited to speak to the enrollees on the history and culture of the East Side.

Enrollees were taken on trips to art theaters in Greenwich Village, to see such films as "To Die in Madrid," and to restaurants such as La Fonda del Sol for dessert and coffee.

Enrollees actively participated in a voter registration drive.

Enrollees engaged in consumer education projects involving comparison shopping and discussions of quality and price merchandise.

Enrollees visited agencies such as hospitals, schools, and the welfare department. Speakers from these agencies were invited to talk about their agencies and the services provided. Films were also utilized.

The educational program was conducted at Junior High School 71. Enrollees went there twice a week for an hour and a half session.

New York City Mission Society

Objectives:

1. To provide remediation in the areas of reading and arithmetic on a one to one basis as frequently as possible.
2. To teach business administration and to help prepare enrollees for office jobs, where appropriate.
3. To teach foreign language to enrollees, where appropriate.

4. To strengthen the self-image of enrollees.

Procedures:

Perhaps the most noteworthy aspect of the procedures utilized by this agency was the small group, or tutorial, instruction. Remediation in reading and math were provided in conventional ways. But what was different was the individual attention that could be given. The business administration taught consisted of instruction in Gregg Shorthand. A few of the trainees received help with French and Spanish. Presumably self-images were strengthened by the development of feelings of adequacy and competence through achievement in school work. Instruction was provided approximately three hours per week on job sites.

United Neighborhood Houses

Objectives:

1. To provide remediation in the basic skills of reading and arithmetic.
2. To provide acceleration in subjects like advanced algebra, biology, etc., where it was appropriate.
3. Develop and maintain positive attitudes towards school.
4. Develop skills in communication.

Procedures:

Informal remediation procedures, particularly in reading, were widely utilized, and materials furnished enrollees were deemed appropriate to their needs and interests, e.g., income tax forms.

Acceleration and educational enrichment were provided to some enrollees in such areas as advanced algebra and biology.

Reports indicate that teachers were aware of the need to help the enrollees achieve a greater sense of adequacy, and they functioned in ways calculated to achieve that objective.

It is stressed that the neighborhood youth summer program was generally a decentralized one. Consequently a given location may not have been following the procedures indicated.

No data were obtained on the extent to which the agencies achieved objectives relating to helping youngsters acquire understanding and respect for the Puerto Rican and Negro cultures, since this had not been initially indicated as an objective by the Board.

It is essential to note that this evaluation is not definitive but rather a limited initial evaluation which has indicated the general directions in which the program was moving, but which does not provide precise compass bearings. The speed with which the evaluation was organized was matched only by the speed of the organization of the program. The consequence is that this evaluation probably is a minimal representation of the potential effectiveness of the program.

IV. PROCEDURES USED IN THIS EVALUATION

It was obvious that the enrollees and the teachers constituted prime sources of information about the program. Additionally, it was determined that it would be useful to interview the program coordinator and his staff, the area supervisors, the curriculum specialists, and the educational directors of the agencies. Finally, the interviewers were asked to complete two forms. One required them to provide their impressions of the influences of the operation they were witnessing, and in the other, they wrote

anecdotal accounts of the teaching situation. No distinction was made between agency teachers and Board personnel, nor were resource teachers singled out for special attention.

Interview schedules were therefore developed for each of the groups indicated above. Actually two instruments were developed for use with the enrollees. One was a longer form designed for use with groups 3-6 enrollees and represented a more intensive form of interviewing. The other was shorter and could be used with large groups of enrollees. It was a questionnaire rather than an interview schedule. Actually, except at MFY, it was not used with large groups of enrollees because the enrollees typically were interviewed at the job sites where they were assembled in small groups.

The instruments developed and their designations are as follows:

Interview schedule for use with enrollees - long form	ELF
Questionnaire for enrollees - short form	ESP
Interview schedule for use with teachers	TI
Interview schedule for use with Curriculum Specialists and Assistant Project Coordinator Curriculum	CSI
Interview schedule for use with Project Coordinator and Assistant Project Coordinator	PCI
Interview schedule for use with Area Supervisors	ASI
Interview schedule for use with Educational Directors	EDI
Interview anecdotal	AR
Interview questionnaire	IQ

Interviewers

All the interviewers were given orientation sessions for

purposes of assuring the reliability and validity of the responses collected. Before the interviewers went out to the field, a session was conducted to acquaint them with the instruments they were to use. After a day of data collecting, the interviewers returned to the Center for a follow-up conference in order to determine what changes, if any, were necessary.

It was deemed necessary, although not economical, that two interviewers work together at a site in most instances. They arranged to meet at a site, and then working as a team, divided the interviewing responsibilities between them.

Then when all the data collecting was completed, the interviewers met as a group to discuss their findings and impressions. This conference was tape recorded.

Selection of sample - enrollees

There were approximately 6000 enrollees in the program, and it was obviously necessary to obtain a sample of such a large group. Every effort was made to randomize the selection of enrollees, but as it developed this could not be done in every situation.

At MFY where there were large groups of enrollees available at one time, interviewers were instructed to choose enrollees for interviewing (ELF) by using the place the enrollees sat in class as the basis - they selected enrollees from the left front of the room, the right front, the left rear, the right rear, and the center.

Unfortunately, the selection of enrollees often was not left up to the interviewers. At MFY, the enrollees to be interviewed sometimes were designated by the Educational Director. At other agencies the time pressures were such that the most expeditious way to

obtain subjects was to have the teacher send them to the interviewing room. Also difficulties in scheduling were such that sometimes interviewers selected subjects wherever they could find them.

It is apparent that there can be no complete confidence in the sample used. Evidence that it might not be random is provided by the small size of the sample from Community Council (CCGNY), a result of scheduling difficulties. The sample from HARYOU also is not large. It seems safe to assume, however, that enrollees used as subjects represent a fair cross-section of the total enrollees in the NYC summer program. Whether the enrollees constitute a representative sample of disadvantaged youth is a matter that was not investigated by the researchers.*

Selection of sample - teachers

It was also necessary to select a sample of the approximately 300 teachers in the program. Here the procedure for selecting a sample was again dictated by the realities of the teachers' schedules and the distances to be traveled in reaching them. It was determined that as many teachers would be interviewed as could be, given the time allotted for interviewing and the size of the interviewing staff. Here again the number of teachers from Community Council (8) who were interviewed was smaller than the number from other agencies.

Selection of sample - other staff

It was determined that it would be feasible to interview all

*Youth in Action has data indicating that the enrollees were approximately 4 years behind in reading levels, which suggests that the Program may have been reaching a representative sample.

V. FINDINGS

This section is organized somewhat unconventionally because of the particular character of this evaluation. First, there is an evaluation of the procurement procedures utilized in the program. Then there follows a review of the administrative structure of the program. After this are presented the results of the interviews with enrollees, the questionnaires the enrollees completed, and the interviews with teachers and other personnel. The method of presentation of the latter data is as follows. First, the objectives of the program have been restated in the form of what may be designated as a series of major questions embodying the intent of the program. Following each of these major questions there appears the specific questions directed to the enrollees, teachers, etc., which bear on the major questions. For example, a major question developed was "Did the enrollees feel that they would be better able to function in school during the regular school year?" Questions asked of the enrollees which bear on this major question include:

"How much will the school work done in the summer help in regular school?"

"Did the enrollees feel that they were now more likely to finish school?"

"Do you feel more or less confident about handling your school work this fall because of the summer program?"

The responses of the enrollees to each of these specific questions were set forth, and the responses were then summarized and analyzed.

The conclusions which seem to be suggested by the analyses appear in the following section in the report.

As has been indicated, the data were processed so that male-female differences in enrollee responses and differences in enrollee responses by agency were obtained. Differences among teachers by agency were also obtained.

An examination of the male-female differences revealed that while there may have been significant differences in responses to certain questions, these differences were small. Consequently, a female-male breakdown was not presented. Although the results by agency appear to be significantly differentiated, the breakdown was not presented. Tests of significance (Chi-Square) have not been made.* Certain errors in coding reduced the number of enrollees who could be assigned to the different Agencies. It will be recalled that in effect we had two groups of enrollees. One group was interviewed with the instrument designated as "long form" (ELF) and the other group was administered the questionnaire designated as "short form" (ESF).

Responses to the Questionnaires

What reliance can be placed on the validity of the enrollee responses? There were, for example, ethnic differences between interviewers and the enrollees. The interviewers were asked to rate the enrollees on their readiness and honesty with which they responded to the questionnaire. The overwhelming majority were perceived as cooperative (a few were mildly or very reluctant) during their interviews and also cooperative in arranging for enrollee interviews.

It is cautioned that the small sample of enrollees obtained from Haryou, and especially from Community Council may not be representative of enrollees from those Agencies.

* These tests of significance will be made shortly and the errors rectified. The results broken down by Agency and sex will then be available from C.U.E.

Concurrent Evaluations

Some of the agencies were also conducting an evaluation at the time the Center for Urban Education evaluation was going on. The Board was also conducting an evaluation or running a survey. Some people in the program were therefore required to see 3 interviewers in the same week. A few refused.

Operation of the Program - Procurement of Supplies, Curriculum Materials, and Library Materials.

The evidence indicates that the Board's Area Supervisors and the Program Coordinator and his staff moved as rapidly as possible to complete the paperwork necessary to initiate procurement procedures for the above-indicated materials which the Board was supposed to provide for the program. Procurement had to proceed, however, through the Bureau of Supplies and that Bureau was not able to complete arrangements for furnishing the required materials in nearly all instances until the program was over. The bright spot in an unhappy situation is that now these materials are available for a program next summer.

Operation of the Program - Salaries

Board of Education personnel were not paid until the program had been terminated. The evidence indicates that the morale of a number of teachers was affected adversely. The precise implication for the operations were not ascertained.

Another factor that should be considered in this section is the existence of salary differentials among the Board teachers, the Agency teacher and the Curriculum Specialists - the Board teachers

were paid at a higher rate than the others. Expressions of surprise, if not of discontent, were heard, although the evaluation was not designed to elicit information on this specific point.

Operation of the Program - Administration and Supervision

Initially the Board called the teachers it was sending to the agencies "Supervisory Teachers." Their title was then changed to "Co-operating Teachers." This shift points to initial confusion in the program. It was not clear at the outset just what the roles of the Board and the Agencies were to be in relation to each other. What happened, as has been indicated above, was that the Board and the Agencies each drew up lists of objectives. While there were efforts at coordination made by the Program Coordinator, these efforts were not really effective. The Agencies were determined to run their own programs. The general climate of haste and lack of agreement on objectives were not conducive to effective coordination. What emerged from this situation, which was difficult for the Program Coordinator, was a summer program which was an Agency development. Even the teachers provided by the Board were in some instances hired at the behest of the Agencies. In any event, the policy decisions relating to professional operations were Agency decisions.

Administratively, the situation presented difficulties to a variety of personnel. Teachers and curriculum specialists were serving two masters. On one hand they were being paid by the Board and on the other hand they were supposed to function in terms of Agency-established policies.

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100

V.1 FINDINGS - ENROLLEES
(Responses Computerized)

Characteristics of Enrollees

<u>Total</u>	<u>Negro</u>	<u>White</u>	<u>Puerto Rican</u>	<u>Oriental</u>	<u>Other</u>	<u>N/A*</u>
300	199	18	53	3	-	27
100%	66.3	6.0	17.7	1.0	-	9.0

This represents a cross section of the enrollee population.

*N/A = No Answer

Questions to Enrollees:

A. How do you feel about the school part of the program?

Total	Very Satisfied	Satisfied	Not Satisfied	Very Unsatisfied	N/A
300	72	174	33	17	4
100%	24.0	58.0	11.0	5.7	1.3

B. Next summer would you come back to the NYC program?

Total	Yes	No	Maybe	N/A
300	160	85	43	12
100%	53.3	28.3	14.3	3.7

C. Were you satisfied with the program?

Total	Yes	No	N/A
300	223	52	25
100%	74.3	17.3	8.0

D. Why did you go to the school part of the Summer Program?

Total	Had to go in order to be paid	I wanted to go	My parents wanted me to go	My friends went	I had nothing else to do	Other	N/A
300	108	108	8	1	30	37	7
100%	36.0	36.0	2.7	.3	10.0	12.3	2.3

E. Of the following, what do you think is the best reason for going to school this summer?

Total	To earn more money on a job	To be able to understand what is going on in the world and city better	To be able to live a happier life	To like art, music and literature	To keep me off the street	Other	N/A
300	53	158	19	13	39	2	16
100%	17.7	52.7	6.3	4.3	13.0	.7	5.3

It seems clear that the great majority of the enrollees were satisfied with the program. Having said this, it nevertheless is true that significant numbers of enrollees were dissatisfied in one way or another and were planning to terminate their schooling to obtain more lucrative employment. Educators who want to reach their entire clientele more effectively will no doubt be somewhat dissatisfied with these results. It should be noted that the last questions go beyond the educational program, and represent an evaluation of the program as a whole. It is expected that for many of the respondents, as a consequence of explanation by the interviewer, the focus was on the school part of the program.

There now appear data which in a sense are more personal, and with a more revealing edge. Thirty-six per cent say they went because they had to go in order to be paid. This may be interpreted in a number of ways. It may be a statement of fact. But other data already presented, and also some to follow, indicate that this was only one reason involved in motivation that was much more complex.

In the instance of the 10% who indicated that they went because they had nothing else to do, perhaps we may accept this at face value. There was a group who apparently did not profit from the program.

If this is an accurate report, and the great majority did feel that they could do the work, it would seem that this is an indication of the effectiveness of the program. It suggests that the program was enabling the enrollees to develop a sense of adequacy.

The majority choice of the enrollees as their first reason for going to school will be perceived by many as surprising. Having said

that, the statement must be examined in terms of what it reveals about those who are surprised. For it may indicate that those who are consciously on the side of the consciously on the side of the slum youngster may be unconsciously denying them an equal capacity for sensitivity.

E.2 Did the enrollees feel that they had learned during the summer?

Questions to enrollees:

A. Of all you expected to learn this summer, how much did you learn?

<u>Total</u>	<u>All of it</u>	<u>A lot of it</u>	<u>Some of it</u>	<u>A little of it</u>	<u>None of it</u>	<u>N/A</u>
300	22	92	65	35	31	49
100%	7.3	30.7	21.7	11.7	10.3	16.3

B. This summer at school I learned _____:

<u>Total</u>	<u>A lot</u>	<u>Some</u>	<u>Very Little</u>	<u>Nothing</u>	<u>No Response</u>
336	99	180	45	11	1
100%	29.5	53.6	13.4	3.3	.3

59.7% realized a considerable part of their expectation and 83.1% felt that they had learned something from the summer schooling.

E.3 Did the enrollees feel that they would be better able to function in school during the regular school year?

Questions to Enrollees:

A. How much will the school work done in the summer help in regular school?

<u>Total</u>	<u>A Great Deal</u>	<u>A Lot</u>	<u>Some</u>	<u>Very Little</u>	<u>None</u>	<u>N/A</u>
300	56	60	112	41	27	4
100%	18.7	20.0	37.3	13.7	9.0	1.0

B. This summer, did your teacher help you with the kind of work you will do this fall?

Total	A Great Deal	Some Help	Little Help	No Help	N/A
300	75	103	33	83	6
100%	25.0	34.3	11.0	27.7	1.7

C. Do you feel more or less confident about handling your school work this fall because of the summer program?

Total	A Lot More Confident	A Little More Confident	No Change	A Little Less Confident	A lot Less Confident	No Response
336	74	139	114	3	2	4
100%	22.0	41.4	33.9	.9	.6	1.2

E.4 Did the enrollees feel that they were now more likely to finish school?

Question to Enrollees:

Have your plans for continuing school been changed in any way as a result of the summer program?

Total	Now Much More Likely To Stay	Now More likely to stay	Not Changed - Still Will Stay	Now Less Likely To Stay	Now Much Less Likely To Stay	Not Changed Still Will Return to School	N/A
300	88	23	172	1	3	7	6
100%	29.3	7.7	57.3	.3	1.0	2.3	2.0

It is apparent that here again the data tend to support the proposition that the program has been effective for most of the enrollers, but not for all of them. Seventy-six per cent indicate the summer program has been of at least some help for regular school. The rest feel it was of little or no help.

Thirty-eight per cent of the enrollees saw their summer teachers as not helping with the kind of work they would do in the fall.

Only a few (1.5%) have had their confidence in their ability to handle school work diminished, while 63.4% reported that their confidence has increased. A significant number, 38%, stated that they are more, or much more, likely to stay in school and 57.3% indicated they will stay in school, although their plans in this regard were unaffected by the Neighborhood Youth Corps experience. A very small number, 1.3%, indicated they are now less likely to stay.

E.5 Question to Enrollees:

How did you learn about the NYC Program?

Total	School	Guid- ance Teacher	Regular Teacher	Someone At A Social Agency	Friend	Minister	Other	N/A
300	20	14	7	40	139	28	50	2
100%	6.7	4.7	2.3	13.3	46.3	9.3	16.7	.7

Information about the Neighborhood Youth Corps program was communicated by word of mouth.

E.6 Are attitudes towards school more favorable?

Questions to Enrollees:

A. Did your feeling about school change this summer because of the NYC program?

Total	Feel Much Better About Learning	Feel Better	Feel the Same	Feel Worse About Learning	Feel Much Worse About Learning	N/A
300	78	75	140	4	2	1
100%	26.0	25.0	46.7	1.3	.7	3.0

B. List the following in the order you would like (1st = the most liked, etc.).

To go back to school:

<u>Total</u>	<u>First</u>	<u>Second</u>	<u>Third</u>	<u>Fourth</u>	<u>N/A</u>
300	230	41	7	8	14
100%	76.7	13.7	2.3	2.7	4.3

To go in the Armed Forces:

<u>Total</u>	<u>First</u>	<u>Second</u>	<u>Third</u>	<u>Fourth</u>	<u>N/A</u>
300	11	51	58	145	35
100%	3.7	17.0	19.3	48.3	11.0

To go to work full time:

<u>Total</u>	<u>First</u>	<u>Second</u>	<u>Third</u>	<u>Fourth</u>	<u>N/A</u>
300	42	160	58	19	21
100%	14.0	53.3	19.3	6.3	6.3

To go into the Job Corps:

<u>Total</u>	<u>First</u>	<u>Second</u>	<u>Third</u>	<u>Fourth</u>	<u>N/A</u>
300	7	40	140	82	31
100%	2.3	13.3	46.7	27.3	9.8

The summer program did affect attitudes towards learning in constructive directions. Fifty-one per cent indicate they "feel better" or "much better" towards learning. Slightly more than 40% experienced no change in attitudes, but it may not be presumed that their attitudes are negative. Again a handful, 2%, reacted negatively.

Bearing on the question of the favorableness of the enrollees attitudes towards school is the question relating to their choice of alternative possibilities for the coming year. Approximately 77% of the enrollees indicate that they would prefer to return to school rather than go into

the Army, the Job Corps, or to work. In evaluating this figure of 76.7%, we unfortunately do not have any figures relating to their choices at the beginning of the summer.

E.7 What kinds of feelings did the enrollees have about the teacher?

Questions to Enrollees:

A. How did you feel about your teacher this summer?

Total	Liked A Lot	Liked A Little	No Feeling	Didn't Like Too Much	Didn't Like At All	N/A
_____	_____	_____	_____	_____	_____	_____
300	194	60	24	12	6	4
100%	64.7	20.0	8.0	4.0	2.0	1.0

B. How often did your teacher help you with your school work this summer?

Total	Very Often	Often	Sometimes	Seldom	Never	N/A
_____	_____	_____	_____	_____	_____	_____
300	82	80	66	21	41	10
100%	27.3	26.7	22.0	7.0	13.7	3.0

C. How well do you think the teacher knows you?

Total	Very Well	Well	Hardly Knew Me	Did Not Know Me At All	N/A
_____	_____	_____	_____	_____	_____
300	81	142	55	17	5
100%	27.0	47.3	18.3	5.7	1.3

D. How did you feel about asking the teacher questions?

Total	Always Easy To Ask	Most Of The Time Easy To Ask	Sometimes Easy To Ask	Most Of The Time Hard To Ask	Always Hard To Ask	N/A
_____	_____	_____	_____	_____	_____	_____
300	188	65	31	7	3	6
100%	62.7	21.7	10.3	2.3	1.0	1.4

E. How well do you think your teacher this summer knew you?

Total	Very Well	Well	Hardly Knew Me	Did Not Know Me At All	No Response
336 100%	71 21.1	176 52.4	63 18.8	25 7.4	1 .3

F. How do you feel about each of the following people from the summer program?

1. Teacher:

Total	Liked A Lot	Liked A Little	No Feelings Either Way	Didn't Like Too Much	Didn't Like At All	One Teacher was Liked A Lot, Other Did Not Like
336 100%	180 53.6	90 26.8	36 10.7	11 3.3	12 3.6	7 1.5

2. Crew Chief:

Total	Liked A Lot	Liked A Little	No Feelings Either Way	Didn't Like Too Much	Didn't Like At All	Didn't Have One	N/A
336 100%	206 61.3	76 22.6	24 7.1	9 2.7	15 4.5	2 .6	4 1.2

The enrollees generally esteemed the teachers. Only a relatively few were neutral or negative. The great majority felt that the teacher was approachable. Twenty-four per cent of group I stated that the teacher either hardly knew them or didn't know them, but a substantial majority indicate a closeness of relationships. Again about 20% indicate that the teacher never or seldom helped them, but the great majority indicate that the teacher helped them at least sometimes.

E.8 How did the enrollees feel about the NYC summer school as compared with regular school?

Question to Enrollees:

A. How did you feel about regular school?

Total	Liked It Very Much	Liked It	No Feeling Either Way	Disliked It A Little	Disliked It A Lot	N/A
_____	_____	_____	_____	_____	_____	_____
300	108	131	21	30	7	3
100%	36.0	43.7	7.0	10.0	2.3	1.0

B. How would you feel about regular school if it were just like the summer school program?

Total	Like It Very Much	Like It	No Feeling Either Way	Would Dislike It A Little	Would Dislike It A Lot	N/A
_____	_____	_____	_____	_____	_____	_____
300	83	86	29	52	45	5
100%	27.7	28.7	9.7	17.3	15.0	1.0

C. If you could pick your teacher during the school year, of the following, whom would you pick?

Total	Regular School Teacher	Summer School Teacher	Crew Chief	None	N/A
_____	_____	_____	_____	_____	_____
300	109	102	66	18	5
100%	36.3	34.0	22.0	6.0	1.0

D. How much like your regular school teacher was the teacher you had this summer?

Total	Much Better	Just As Good	Almost As Good	Not As Good	Much Worse	N/A
_____	_____	_____	_____	_____	_____	_____
300	78	109	51	40	13	9
100%	26.0	36.3	17.0	13.3	4.3	3.0

Regarding attitudes towards regular school, nearly 80% "liked it", 10.0% "disliked it a little" and only 2.3% "disliked it a lot". Data

from other surveys asking a comparable question are not available at the present writing.

It is clear that there is a preference for regular school over the summer school.

E.9 Have the enrollees' work habits in relation to school changed constructively?

Questions to Enrollees:

A. Do you try harder now on your school work than you did before the summer program?

Total	Much Harder	Harder	Same	Less Hard	Don't Try At All	N/A
300	58	98	121	14	2	6
100%	19.3	32.7	40.3	4.7	.7	2.0

B. When you start on a school problem now, what happens?

Total	Much More Likely To Finish It Than Before Summer Program	More Likely To Finish It Than Before Summer Program	Just As Likely To Finish It Than Before Summer Program	Less Likely To Finish It Than Before Summer Program	Much Less Likely To Finish It Than Before Summer Program	N/A
300	75	96	107	9	6	6
100%	25.0	32.0	35.7	3.0	2.0	2.0

This self-evaluation data indicates that the enrollees see themselves as having more effective school work habits as a result of the summer program. Again, while a large number see themselves as remaining unaffected, it may not be presumed that their work habits are unfortunate.

Questions to Enrollees:

A. Did the way you feel about yourself change after being in the program this summer?

Total	Feel Much More Sure Of Myself	Feel A Little More Sure Of Myself	Feel About The Same	Less Sure Of Self	Much Less Sure Of Self	N/A
300	108	100	81	3	3	5
100%	36.0	33.3	27.0	1.0	1.0	1.7

B. Did the way you want to get ahead in life change because of the summer program?

Total	Want to Get Ahead Much More	Want to Get Ahead More	Want to Get Ahead About the Same	Want to Get Ahead Less	Want to Get Ahead Much Less	N/A
300	132	76	82	4	2	4
100%	44.0	25.3	27.3	1.3	.7	1.3

C. Have your feelings about your future changed because of the summer school program?

Total	Future Will Be A Lot Better	Future Will Be A Little Better	Future Will Be The Same	Future A Little Worse	Future A Lot Worse	N/A
336	97	109	126	1	2	
100%	28.9	32.4	37.5	.3	.6	

D. Do you think/what will happen to another person because of what you do?

Total	Much More Now Than Before Summer Program	More Now Than Before Summer Program	Same As Before	Less Now Than Before Summer Program	Much Less Than Before Summer Program	N/A
300	66	85	121	1	2	25
100%	22.0	28.3	40.3	.3	.7	8.3

E. Did the way you feel about people in authority change because of the program this summer?

Total	Like People Much More	Like People More	Same	Like People Less	Like People Much Less	N/A
300	51	72	148	7	6	16
100%	17.0	24.0	49.3	2.3	2.0	5.3

F. Has the amount of reading you do changed this summer?

Total	Do Much More	Do A Little More	Same As Before	Little Less	Much Less	N/A
300	74	124	85	9	6	2
100%	24.7	41.3	28.3	3.0	2.0	.7

The data reveal some very interesting and interesting things. Large numbers of enrollees report that they feel more self-confident, that they are more eager to get ahead and that the future now will be better. Many of them report that they are now more concerned about the effect of their behavior on other people, and also that their attitudes towards authority figures are more accepting. The data regarding an increased interest in reading have been included here because this too tells something about the enrollee's attitude towards self and the world.

E.11 What did the enrollees like best and dislike the most about the summer program?

Question to Enrollees:

A. What did you like best about the program?

Total	Finan- cial	Work or Job Ex- perience	Field Trips	Re- cre- ation- al	Indi- viduals	Control Of Leisure Time (Off Sts.* etc.)	Educa- tional	Discus- sions	So- cial- iza- tion	Coyn- sel- ing	Noth- ing	Every- thing	N/A
336	38	57	32	16	15	7	87	13	29	1	16	8	17
100%	11.3	17.0	9.5	4.8	4.5	2.1	25.9	3.9	8.6	.3	4.8	2.4	5.1

B. What did you dislike most about the program?

Total	Finan- cial, Low Pay, etc.	Job Griev- ances	Organi- zation + Plan- ning	Materi- als Not Enough, etc.	Indi- viduals	Per- sonal Gripes	Defi- ciency In Pro- gram Content Favoring Education	Defi- ciency In Program Content Not Favor- ing Educa- tion	Rude- ness Of People	Noth- ing	Every- thing	N/A
336	34	19	49	18	31	11	18	50	4	90	3	9
100%	10.1	5.7	14.6	5.4	9.2	3.3	5.4	14.9	1.2	26.8	.9	2.7

C. If you were the teacher, what changes would you make in the program?

Total	Finan- cial, More Money	More Trips	Better Organi- zation + Plan- ning	More + Better Mate- rials Or Facil- ities	Indi- viduals, Better Person- nel	More Discus- sions	Better Program Content Favor- able To Education	Better Program Content Unfavor- able To Education	None A Lot, Every- thing	N/A	
336	17	14	56	18	7	5	70	39	77	3	30
100%	5.1	4.2	16.7	5.4	2.1	1.5	20.8	11.6	22.9	.9	8.9

*off the streets

The data above represent only the first choices of the enrollees: some made several choices but their data are not presented. The educational program is selected by the largest number of enrollees, 25.9%, as the best experience in the program. In evaluating these figures, it should be noted that the field trips and the discussions may also represent educational experiences, and could be added to the total number favoring the educational experience. If the work or job experience are combined, they rank high as well.

On the other hand, almost 15% of the enrollees were critical of the educational aspects. This figure is a little lower than data already presented regarding dissatisfaction with the program but is not far out of line.

The organization and planning of the program come in for criticism in two places above. But 26.8% of the enrollees disliked nothing about the program and 22.9% would make no changes.

E.12 Have your occupational goals changed during the summer program?

Questions to Enrollees:

A. What kind of work did you want to do before you came into the NYC program?

Total	Nothing	Profess- ional	Semi Pro- fess- ional	Manager- ial	Skilled	Semi- Skilled	Unskilled	Un- decided	Semi- Pro- fess- ional Or Skilled	N/A
300	13	60	49	3	64	49	13	25	4	20
100%	4.3	20.0	16.3	1.0	21.3	16.3	4.3	8.3	1.3	6.7

B. What kind of work would you like to do when you finish school?

Total	Nothing	Profess- ional	Semi Pro- fess- ional	Manager- ial	Skilled	Semi- Skilled	Un- skilled	Un- decided	Semi Pro- fess- ional Or Skilled	N/A
300	3	119	25	6	101	16	4	13	1	12
100%	1.0	39.7	8.3	2.0	33.7	5.3	1.3	4.3	.3	3.7

C. What kind of job do you think you will get?

Total	Nothing	Profess- ional	Semi Pro- fess- ional	Manager- ial	Skilled	Semi Skilled	Un- skilled	Un- decided	Semi Pro- fess- ional or skilled	N/A
300	1	95	20	5	79	19	4	57	4	16
100%	.3	31.7	6.7	1.7	26.3	6.3	1.3	19.0	1.3	5.3

D. Did you receive any help this summer in picking a job?

Total	A Lot	Some	A Little	None	N/A
300	77	91	58	73	1
100%	25.7	30.3	19.3	24.3	.3

The occupational goals of the enrollees as reported by them were relatively high before the program and are now even higher. Their expectations of what they will actually get are likewise high. The figure that is disproportionately high is the number who expect to obtain professional positions - it is not anticipated that 30% of the jobs in the economy will fall into the professional category.

The last set of data regarding help in selecting a job show that large numbers of enrollees could use further vocational guidance.

E.13 Do the enrollees see school as relevant to occupational goals?

Question to Enrollees:

If you could get the kind of work you want, how much more school do you think you'll need before you'll be ready?

Total	A Great Deal More	A Lot More	Some More	Very Little More	No More Than I Now Have	N/A
300	156	77	52	8	5	2
100%	52.0	25.7	17.3	2.7	1.7	.7

Not much comment is required here. Education is certainly perceived as essential to the achievement of occupational goals.

E.14 What are the attitudes of parents toward enrollees' school plans?

Question to Enrollee:

How do your parents feel about your plans for continuing school?

Total	Mostly Agree With My Plan	Agree With My Plans	Don't Care Either Way	Disagree With My Plans	Strongly Disagree With My Plans	N/A
300	199	82	13	1	1	4
100%	66.3	27.3	4.3	.3	.3	1.0

The enrollees generally plan to continue school. The parents accept these plans, according to the enrollee, and presumably they are interested in their further schooling.

V.2 TEACHER APPRAISALS

A. Questionnaires - Computerized

T.1 What were the characteristics of the teachers?

<u>Race</u>	<u>Total</u>	<u>Negro</u>	<u>White</u>	<u>Puerto Rican</u>	<u>Ori-ental</u>	<u>Other</u>	<u>N/A</u>
	88	36	44	4	-	-	4
	100%	40.9	50.0	4.5			4.5

<u>Position During Regular Year:</u>	<u>Total</u>	<u>Regular Licensed Teacher</u>	<u>Substi-tute Teacher</u>	<u>Curric-ulum Director</u>	<u>Agency Teacher</u>	
	88	62	6	-	5	
	100%	70.5	6.8		5.7	
		<u>Super-vising Teacher</u>	<u>Other</u>	<u>Guidance Counselor</u>	<u>N/A</u>	
		-	12	2	1	
			13.6	2.3	1.0	

<u>Degree Held:</u>	<u>Total</u>	<u>A.A. or A.S.</u>	<u>B.A.</u>	<u>B.S.</u>	<u>None</u>	<u>B.Ed.</u>	<u>N/A</u>
	88	2	53	25	6	1	1
	100%	2.3	60.2	28.4	6.8	1.1	1.1

<u>Sex:</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>N/A</u>
	88	41	45	2
	100%	46.6	51.1	2.3

These data seem self-explanatory. Perhaps the only comments to point out are that the teachers as a group seem qualified, and that the enrollees had more Negro teachers in the summer program than during the regular school

year. It should be added that nine of the teachers interviewed had masters degrees. Approximately half of the teachers interviewed were paid by the Board and half of them were paid by the Agencies.

What were the characteristics of the teaching operation?

Questions to Teachers:

1. How often was each of the following areas of instruction offered?

	Total	Fre- quently	Occasion- ally	Infre- quently	Never	N/A
<u>Reading:</u>	88 100%	64 72.7	7 8.0	7 8.0	8 9.1	2 2.3
<u>Arithmetic:</u>	88 100%	28 31.8	28 31.8	12 13.6	17 19.3	3 3.4
<u>Other:</u>	47 100%	22 46.8	10 21.3	3 2.4	12 25.5	-- --

2. To what extent did you relate your instruction to the enrollee's present or future work experience?

Total	Always	Usually	Sometimes	Infrequently	Never	N/A
88 100%	38 43.2	21 23.9	20 22.7	6 6.8	2 2.3	1 1.1

3. In terms of your educational objectives, did you find the crew chief to be:

Total	Very Helpful	Somewhat Helpful	Neutral	Mildly Inter- fering	Very Inter- fering	N/A
88 100%	47 53.4	17 19.3	13 14.8	1 1.1	8 9.1	8 9.1

4. Did you work with the enrollee (1) in a group setting and (2) on a one-to-one basis?

	Total	N/A	Always	Usually	Some- times	Never
<u>Group setting:</u>	88 100%	3 3.4	23 26.1	40 45.5	20 22.7	2 2.3
<u>One-to-one:</u>	88 100%	3 3.4	9 10.2	23 26.1	42 47.7	11 12.5

The NYC summer institutional program was heavily, although not exclusively, remedial and oriented toward the enrollee's job. There was some teaching of a variety of other subjects. This instruction may be best summarized under the rubric of educational enrichment.

One Agency constituted an exception to this general rule: MFY's program was not basically a remedial program. Consequently, only 19 per cent of the MFY teachers instructed in reading frequently, 28.6 per cent did so infrequently, and 38.1 per cent never did. If MFY had been excluded from the totals, the cast of the program would have been even more heavily remedial.

The majority of teachers considered the crew chief helpful. Only a few thought he got in the way.

Finally, although most of the teaching was conducted in a group setting, there was considerable work on a one-to-one basis.

T.3 How effective was the program generally?

Questions to Teachers:

- A. Of all you expected to accomplish this summer, how much were you able to do?

Total	All	A Great Deal	Some	Very Little	Noth- ing	Unclear Reply	N/A
88	9	40	30	6	1	1	1
100%	10.2	45.5	34.1	6.8	1.1	1.1	1.1

- B. Do the enrollees have a greater potential for educational achievement as a result of the NYC program?

Total	Extremely Likely	Rather Likely	Some- what Likely	Hardly Likely	Not At all Likely	DK	Un- clear	N/A
88	22	29	21	3	7	2	3	1
100%	25.0	33.0	23.9	3.4	8.0	2.3	3.4	1.1

- C. If your enrollees return to school, how well do you think they will do compared to pupils from the same socio-economic level who might not have attended a NYC summer program?

Total	Much Better	Better	About The Same	Worse	Much Worse	Unable To evaluate	Unclear	N/A
88	10	47	19	1	3	5	3	--
100%	11.4	53.4	21.6	1.1	3.4	5.7	3.4	--

The majority of teachers see the program as having been at least somewhat useful for the great majority of enrollees. These results are in line with the enrollee estimates.

- T. 4 Have the attitudes of the enrollees towards school been constructively affected?

Questions to Teachers:

- A. Do you think there was a change in the enrollees attitude toward school as a result of his summer NYC experience?

Total	Strong Positive Change	Mild Positive Change	No Change	Mild Unfavorable Change	Strong Unfavorable Change	DK *	Unclear	N/A
88	19	49	13	3		2	2	
100%	21.6	55.7	14.8	3.4		2.3	2.3	

- B. What approximate percentage of the enrollees changed their attitude positively as a result of the NYC experience?

Total	100%	75%	50%	25%	None	Unclear	Unable to Evaluate	N/A
88	7	22	21	14	12	2	9	1
100%	8.0	25.0	23.9	15.9	13.6	2.3	10.2	1.1

- C. What approximate percentage of the enrollees changed their attitude negatively as a result of their NYC experience?

Total	100%	75%	50%	25%	None	Unable To Evaluate	Insignificant	N/A
88		1	4	6	66	7	3	1
100%		1.1	4.5	6.8	75.0	8.0	3.4	1.1

* Don't Know

It seems clear from these data that the teachers believed that the enrollees generally feel more favorably about school, although almost 30 per cent of the teachers reported that a minority of the enrollees were so affected. It is conceivable, also, in evaluating these data, that the enrollees started with more favorable attitudes than the teachers estimated and these more favorable attitudes were perceived as developing out of the summer program.

T. 5 What were teacher-enrollee relations like?

Questions to Teacher:

A. How well do you think you got to know each of your enrollees?

Total	Very Well	Well	Hardly got To Know Each and Every One Of Them	Did Not Know Each And Every Enrollee	Some	Unable to Evaluate	N/A
88	35	40	9	2	1	1	
100%	39.8	45.5	10.2	2.3	1.1	1.1	

B. How did you feel about teaching the enrollees?

Total	Liked Very Much	Liked	No Strong Feeling Either Way	Liked Very Little	Dis-liked	Does Not Apply	Unable To Evaluate	N/A
88	60	21	1		1	3	1	1
100%	68.2	23.9	1.1		1.1	3.4	1.1	1.1

C. Did you experience discipline problems?

Total	Very Often	Often	Occasion-ally	Unfre-quently	Never	N/A
88		1	10	25	52	
100%		1.1	11.4	28.4	59.1	

It seems evident that good relations developed between teacher and enrollees over the short course of the summer program. The teachers liked

their job, experienced few discipline problems, and generally got to know the enrollees. More than 85 per cent of the teachers indicate that they knew their enrollees well. This may be compared with data presented previously in which 74 per cent of the enrollees indicated that the teachers knew them well.

T.6 Was there a change in the enrollees' feelings about self and the world?

Questions to Teacher:

Rate each of the following in terms of the amount of change you observed in the enrollees during the course of the program:

A. Self-Confidence

Total	Much More	A Little More	About Same	A Little Less	Much Less	Unable to Evaluate	N/A
88	32	41	12	-	-	3	-
100%	36.4	46.6	13.6			3.4	

B. Respect for Others

Total	Much More	A Little More	About Same	A Little Less	Much Less	Unable to Evaluate	N/A
88	27	39	20	1	-	1	
100%	30.7	44.3	22.7	1.1		1.1	

C. Desire to Improve Self

Total	Much More	A Little More	About Same	A Little Less	Much Less	Unable to Evaluate	N/A
88	41	34	10	-	-	1	2
100%	46.6	38.6	11.4			1.1	2.2

Eighty-three per cent of the teachers feel there has been at least some gain in self-confidence on the part of the enrollees. These data fit in with the self-reports of the enrollees, 69 per cent of whom indicated they felt at least a little more sure of themselves.

Seventy-five per cent of the teachers indicate an increase in respect for others. Fifty per cent of the enrollees reported that they think more often of what will happen to another person because of what they do. Again the data are in line.

The teachers see the youngsters as desiring to improve themselves. This, again, fits well with the self-reports of enrollees, who, for example, desire to continue their schooling.

T.7 Has there been a change in the work habits and interests of the enrollees?

Question to Teacher:

Rate each of the following in terms of the amount of change you observed in the enrollees during the course of the program:

A. Ability to Finish Task

Total	Much More	A Little More	About Same	A Little Less	Much Less	Unable to Evaluate	N/A
88	16	36	22	3	1	4	6
100%	18.2	40.9	25.0	3.4	1.1	4.5	6.6

B. Desire to Do One's Best

Total	Much More	A Little More	About Same	A Little Less	Much Less	Unable to Evaluate	N/A
88	18	43	20	1	1	3	2
100%	20.5	48.9	22.7	1.1	1.1	3.4	2.2

C. Liking for Arithmetic and Reading

Total	Much More	A Little More	About Same	A Little Less	Much Less	Unable to Evaluate	N/A
88	6	40	35	-	-	3	4
100%	6.8	45.5	39.8			3.4	4.5

The majority of the teachers see the enrollees as having at least a little more ability to finish a task and as having greater willingness to do their best. Barely a majority see them as having a greater liking for arithmetic and reading, and of these less than 7% see the enrollees as having a much greater liking. This view is in contrast with the view of 25% of the enrollees who see themselves now as much more interested in reading.

These data may again be compared with the self-reports of the enrollees, 57% of whom reported that they are now more likely to finish work on a school problem. Also relevant here is the enrollees' indication (52% of them) that they now try harder on school work.

T.8 What were the teachers' perceptions of the enrollees' occupational plans?

Question to Teacher:

A. How would you rate the types of jobs enrollees wanted in terms of their ability?

Total	Real- istic	Some- what Real- istic	Some- what Un- Realis- tic	Not Real- istic	Unable To Eval- uate	Not Appli- cable	Unclear Res- ponse	N/A
88	32	33	10	6	3	1	1	2
100%	36.4	37.5	11.4	6.8	3.4	1.1	1.1	2.2

B. Did the enrollees ask for information or advice about how to look for a job?

Total	Very Often	Occasion- ally	Infre- quently	Never	Not Applicable	N/A
88	23	35	16	12	-	2
100%	26.1	39.8	18.2	13.6		2.1

C. Did the enrollees ask for information about job training?

Total	Very Often	Occasion-ally	Infre-quently	Never	Not Applicable	N/A
88	29	33	14	9	1	2
100%	33.0	37.5	15.9	10.2	1.1	2.3

D. Did enrollees ask for information about availability of jobs?

Total	Often	Occasion-ally	Infre-quently	Never	Not Applicable	N/A
88	23	35	12	15	1	2
100%	26.1	39.8	13.6	17.0	1.1	2.2

The great majority of teachers felt that the youngsters were much more realistic than not, in relation to the jobs they wanted. About 18% of the teachers felt that they were unrealistic. In comparing their data with the data regarding the occupational choices made by the enrollees themselves, it would appear that a good number are unrealistic.

The data regarding requests for information about jobs, etc., indicates that while jobs may not be a preoccupation of the enrollees, they certainly are concerned about their employment prospects.

T.9 What was the effect of certain administrative factors on teacher morale?

Question to Teacher:

Rate each item below according to the effect it had on your morale this summer:

A. Physical Facilities

Total	Very Positive	Positive	Neutral	Nega-tive	Very Nega-tive	Unclear Res-ponse	Unable to Eval-uate	N/A
88	21	26	19	8	9	3	1	1
100%	23.9	29.5	21.6	9.1	10.2	3.4	1.1	1.1

B. Payment of Salary

Total	Very Posi- tive	Posi- tive	Neutral	Nega- tive	Very Nega- tive	Unclear Res- ponse	Unable to Eval- uate	N/A
88	14	17	18	6	32	-	1	-
100%	15.9	19.3	20.5	6.8	36.4		1.1	

C. Amount of Time Allotted to Teaching

Total	Very Posi- tive	Posi- tive	Neutral	Nega- tive	Very Nega- tive	Unclear Res- ponse	Unable to Eval- uate	N/A
88	20	29	20	11	4	1	2	1
100%	22.7	33.0	22.7	12.5	4.5	1.1	2.3	1.1

D. Information Regarding the Enrollees

Total	Very Posi- tive	Posi- tive	Neutral	Nega- tive	Very Nega- tive	Unclear Res- ponse	Unable to Eval- uate	N/A
88	15	14	30	17	8	2	1	1
100%	17.0	15.9	34.1	19.3	9.1	2.3	1.1	1.1

Most of the teachers were pleased with the physical facilities provided. Significant numbers, however, were neutral or negative. The interpretation of these data is not completely clear. While interviewer reports suggest inadequate facilities in a number of locations, there is evidence indicating that some teachers vetoed schools as appropriate sites for training, preferring job sites. (For example, six teachers at Mobilization for Youth used a school exclusively, and indicated negative feelings about the physical facilities.)

Most teachers regarded the amount of time available for teaching as appropriate. It cannot be determined without doubt, because of the form of the question asked the teachers, whether the 17% who regarded the time allotted negative wanted more time, although this seems the likely interpretation.

More than 28% of the teachers apparently felt they should have more information on the enrollees, while much less than half, about 33% , apparently were satisfied.

TEACHER APPRAISALS (continued)

B. OPEN-END QUESTIONNAIRES

The following represent the answers of various teachers to open-ended questions given to teachers, which were not put into the computer. Samples of teachers' comments follow each question.

What do you think are the most valuable contributions of the NYC program as it is presently organized?

"Provided jobs and more income for the enrollees during the summer."

"Increased self-esteem of the enrollees and helped them develop a more positive self-image."

"Provided hope for the future and indicated that someone cares "

" Broadened the horizons and increased the awareness of the enrollees."

"Provided good teacher-enrollee relationships and gave the enrollees individual attention."

"Strengthened enrollees' academic skills."

"Kept enrollees off streets"(this apparently was meant positively as a relief from the summer doldrums of the past).

One of the teachers characterized the program as bad, but there was no elaboration. These estimates by the teachers of the effective aspects of the program are generally in line with the responses of the enrollees.

How would you go about stimulating more positive attitudes among enrollees towards school in future summer programs?

In evaluating these data it should be remembered that the teachers generally have positive feelings about the program. There was a wide scattering of responses to this question. Some of the more frequent responses were the following:

"Form even smaller groups."

--Provide educational and vocational guidance."

"Use young people with similar backgrounds who made significant progress."

"Show the value of education in today's world."

"Provide more materials for use in teaching."

"Make more trips to expand horizons."

"Give enrollees a better orientation to the program."

"Pay enrollees for their time."

Many teachers had no comments and indicated satisfaction with the program as it is.

What factors prevented you from doing the best possible job in the NYC Program?

"The late start of the program and the ensuing lack of organization and coordination."

"The lack of coordination between the Board and the Agencies."

"The lack of supplies and materials."

"Poor physical facilities."

"The short term of the program."

"More enrollees were needed."

A few teachers noted the negative attitude of youngsters who were forced to come to the educational program.

Finally, a few teachers said there was no factor that interfered with their doing the best possible job.

What do you consider to be the major weaknesses of the NYC Program as it is presently organized?

The teachers responses did not fall into a pattern here. There were more than 50 different categories of responses obtained from the teachers. The largest number of responses fell into a category which might be labelled "Difficulties

in Organization and Administration."

Other categories of response follow (only categories not mentioned elsewhere in the report are mentioned here):

"Lack of role definition -- teachers."

"Lack of role definition -- enrollees."

"Educational program shouldn't occur at end of work day."

"Need for more one-to-one help."

"Too many chiefs, supervisors, etc."

"The need for orientation programs for teachers, enrollees, crew chiefs, etc."

"NYC - local Agency cooperation lacking."

"Mandatory attendance not enforced."

"Need for more structure in a content area."

It is stressed that these many criticisms came from teachers who for the most part saw the program as essentially effective.

Has the NYC experience changed any of your ideas and/or feeling about youngsters from depressed areas?

The majority of the teachers indicated that their ideas and feelings were not changed, generally because they had previous experience in this area. Their responses generally appeared to be empathic and understanding.

Twenty-nine of the teachers indicated that their attitude had changed, and they now were more understanding, empathic, and had a better appreciation of the enrollees' potential. The quality of their comments was such that there can be confidence that their judgments about themselves may have validity.

Although the teachers who did not change manifested favorable attitudes toward the slum youngsters, there is always the possibility that some may have retained

stereotypes or other rigidities which could distort their understandings, and interfere with personal growth. Some people in the program who had experience with slum children stated that they saw things more clearly now.

What have you learned about the enrollees' neighborhood which would be helpful to you during the regular school year?

Thirty-eight of the teachers said that they were familiar with this or similar neighborhoods, and consequently did not learn anything new. There were several no responses. Others gave the following answers:

That they gained a deepened understanding of the children,

That the slum neighborhood contains people who want to help students and teachers,

That they acquired an increased understanding of the neighborhood,

That they learned about the disadvantages of the slums,

That they found they were personally more comfortable in the environment than they thought they would be.

On the other hand, one teacher indicated that what she (he) had learned was to get out before dark, and another stated that work in the area again would not be accepted.

How do you feel the Agency can contribute to the over all education of children?

A few teachers did not respond to this question and others said they did not know. The following comments were among those made by the great majority of teachers who did respond to this question, and who indicated the Agencies could contribute:

"Give the Agencies more space so they can better help children."

"Give the Agencies more supplies and materials."

"Have the Agencies give adolescents jobs and acquaint them with the world of work and its demands."

"By providing a cultural enrichment program."

"By providing more remediation work through tutorial procedures."

"By continuing the present program."

"By continuing the present summer NYC program throughout the year."

"By providing the enrollees with a personal relationship in which they realize that someone cares."

"By helping the enrollees see the value of school."

On the basis of your NYC experience, have you any idea about new methods and approaches for use during the regular school year?

Somewhat more than fifty per cent of the teachers had at least one idea. Generally, their ideas fell into three areas -- manifest more favorable attitudes towards adolescents, use new methods, and use different materials.

The teachers suggestions, in brief, were as follows:

Attitudes

"In teaching teachers, enforce the idea that the problems are with the teachers, the Board, and large classes, not with the students."

"Respect teaching and teenagers."

"Interview and talk with students."

Methods

"Work from present problems back to historical roots."

"Use smaller groups in class."

"Present more science and math."

"Teach reading along with history."

"Relate reading and math to kids' experiences and teach in terms of job orientation."

"Use role playing and sociodrama."

"Use more student-centered activities, encourage participation by all class members -- not so much lecturing."

Materials

"Teach Negro and Puerto Rican history and further understanding of, and pride in, ethnic backgrounds."

"Use more trips and more cultural enrichment activities in a more flexible and varied program."

"Utilize films, newspapers, current books, career guidance books, and books and magazines about hobbies."

VI. EDUCATIONAL DIRECTORS APPRAISAL

The interviews with the Educational Directors of the Agencies were conducted chiefly to obtain background and interview data and to establish relationships between them and the Center for Urban Education. Six Educational Directors were interviewed in five Agencies. In one Agency, the Educational Director was on vacation and two people who worked with that official were interviewed. In another, a Summer Research Director was interviewed. There follows data pertinent to the evaluation.

How would you rate your relations with Board personnel?

	<u>Very Good</u>	<u>Good</u>	<u>Neutral</u>	<u>Poor</u>	<u>Very Poor</u>
Teachers	2	4	1	-	2
Curriculum Specialists	2	1	1	-	2
Area Supervisors	2	1	1	2	1
Central Office	1	4	-	-	1

On balance, this is positive, although it is mixed.

Perhaps the best way of communicating the flavor of these responses is by reviewing some sample interview notes, which now follow.

Question 18. What role did the Board of Education play in the educational program at the Agency?

Answers: "Cooperating teachers did not know tasks - speed of initiating program resulted in vagueness. The Curriculum Specialists which the Board of Education hired were inadequate to the work."

"Only paid the teachers. One Curriculum Specialist is very good."

"Initial role only remedial - Board of Education accepted accord of Agency."

"Initially, the teachers were in charge - now cleared up."

"Half of teaching staff; Curriculum Specialists, some suppliers, exchange of ideas related to program."

"Provided personnel. Supplies - extremely hampered by red tape. Equipment - availability limited."

"In accord with the Neighborhood Youth Corps program - Board of Ed. program leaned toward remedial work."

In evaluating Agency-Board relations, there was evidence of some hostility and some contempt in four of the above responses. These responses make it clear that the Agency program was paramount.

Question 20. What parts of the program would you want to remain as is?

"Using young people to make contact with enrollees - need to improve reading is forced by enrollees - prime importance."

"Flexibility"

"Cultural enrichment (plays, speakers, fishing trips, etc.)"

"Class size (under 10 students). Preserve the cooperative discipline and attitudes of pupil and teacher - continue homogeneous grouping."

"Keep objectives flexible - teachers thrown on own resources are quite creative. -Continue Board of Education freedom to structure program according to agency needs. Teachers should be selected after screening by agency."

"The functions of the program should remain the same."

"Basic should remain - job experience plus education."

Of what value would you say the summer program has been to the enrollees?

<u>Very Positive</u>	<u>Positive</u>	<u>Neutral</u>	<u>Negative</u>	<u>Very Negative</u>
2	3	2	-	-

The ratings are quite favorable.

VII. Curriculum Specialist's Appraisals

Salient points from the interviewer's with the Curriculum Specialists follow.

Experience and training-- No requirements for training and experience for these personnel were established at the time of hiring. Flexibility and energy apparently were the chief requirements. Whether this worked out is not certain. As indicated, the evaluations of the Curriculum Specialists by the Agency personnel were mixed.

Overall, how much would you say, as curriculum specialist, were you able to contribute to the program?

<u>Very Much</u>	<u>Same</u>	<u>A Little</u>	<u>Nothing</u>
6	4	1	

One, and perhaps 4 more, may be a little doubtful about their contributions.

In your judgment, how much do you feel the enrollees got out of the program?

<u>A Whole Lot</u>	<u>Same</u>	<u>A Little</u>	<u>Nothing</u>
4	6		

One person refused to make a judgment because there was such variation from site to site.

The judgment here is similar to that of other personnel in the program. The enrollees got something.

How would you describe your relationships with the agency?

<u>Very Good</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Very Poor</u>
7	2	2		

It would appear, judging from the Agency responses, that a few of these people have miscalculated.

Describe your relationship with Board of Education teacher.

<u>Very Good</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Very Poor</u>	<u>None</u>
8	2				1

Describe your relationship with the agency teacher.

<u>Very Good</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Very Poor</u>	<u>None</u>
6	2	1			2

Relationships with agency teachers and Board teachers were on a par.

One Curriculum Specialist had no relationship with the agency teachers (the other was in the office of the Program Coordinator).

Would you come back to the program next year?

<u>Yes</u>	<u>No</u>
10	1

One of the ten saying "yes" would not want the same position.

Two suggestions for improving the program were advanced by Curriculum Specialists which have not yet appeared in this report:

Identify those teachers with special talents and make them available widely.

Set up Curriculum Specialists as assistants to the Area Supervisors (with some supervising powers).

VIII. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The Neighborhood Youth Corps educational enrichment program during the summer of 1966 achieved its objectives to a significant degree. Seventy-five to eighty per cent of the enrollees were constructively affected.

- (1) Enrollees have received tutoring in arithmetic, reading, and other subjects in which they needed help.
- (2) Their attitudes towards school improved. The schools have available to them a reservoir of constructive motivation which they can tap.
- (3) The enrollees increased their appreciation of the need for additional schooling, if their vocational goals are to be reached.
- (4) Attitudes of enrollees towards self and society were constructively affected. Perhaps the flavor of this accomplishment may be best communicated by invoking the concept of the achievement of a sense of identity. The adolescent who is fortunate enough to achieve a sense of identity emerges into adulthood with some inkling of where he has been and where he is going. In this culture at this time, it is most important that the disadvantaged adolescent come to believe and feel that the social order contains identifiable vocational niches into which he could conceivably fit. Perhaps more than anything else, the Neighborhood Youth Corps summer educational program provided the enrollees with hope -- hope that there was an accepting social and economic order which would welcome them and which had a place for them. The enrollees understand that this welcome is conditional and dependent upon the completion of scho-

lastic training and the achievement of certain skills. They seem ready to spend the required time and energy.

It is emphasized that the feeling of identity, and the sense of self-respect which must accompany and provide a base for the sense of identity, require continuous reinforcement. Consequently, the experiences the enrollees have during the school year likewise must be ego strengthening and skill building. The school and Agency personnel with whom they interact must demonstrate faith in, and respect for, their potential as well as teachability. Otherwise it may be predicted that the ultimate outcome for these youngsters will be dreary and disillusioning.

Recommendations

(1) We must reiterate the obvious: surely it is possible to facilitate the purchase and delivery of supplies, curriculum materials, etc. When materials do not become available for distribution until the end of the program, the Board obviously provides ammunition to its critics. The same point can be made with reference to the payment of employee salaries, which were not received until the end of the program.

(2) There is a glaring need for planning, before getting underway next summer. The personnel who are to be responsible for next summer's program should be designated immediately, and these people should determine when planning should start. The experience of last summer should facilitate the necessary planning.

(3) The role of the Board of Education in relation to the Agencies should be clearly defined. As indicated, this was not at all clear in the initial phases of the program. The Agencies ultimately provided the necessary

professional leadership and Board personnel were in the position of implementing Agency programs. This was not a result of the default of Board personnel; far from it. It was a consequence of Agency insistence and the flexibility of Board personnel.

(4) Arrangements should be made, if possible, to provide the Agencies with the data on enrollees which they require. It is not economical for the Agencies to have to determine reading achievement levels, etc., when these data are already available in the schools. It is realized that this conclusion is drawn without providing procedures for implementation. An aid to implementation would be the early identification of the potential enrollees.

(5) Personnel in the program, both Agency and Board, are competent and well motivated. However, the qualifications of the Curriculum Specialists should be carefully reviewed, since a number of them did not appear to have appropriate experience.

(6) Some feedback should be provided for reporting to their home school the achievement of the enrollees in the summer program, so that in September 1966 and thereafter the home schools can build upon said program. Some enrollees will need further vocational guidance in fitting their present and future aspirations to their ability to meet the demands of the vocations in which they say they are interested.

Appendix A. Evaluation Staff

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CENTER FOR URBAN EDUCATION
33 West 42nd Street
New York, New York 10036

Educational Practices Division
Title I Evaluations

NEIGHBORHOOD YOUTH CORPS

Questionnaire for Project Coordinator

- I. I'd Like to know a little about the history of the program from your point of view. How did you get involved? Did you make policy, or did you make it in consultation with anyone on a higher level?
- II. Was there time for planning?
- III. What did you see as the objectives of the program and how did you see your role in achieving these objectives? Did your conception of your role change? How well were these objectives achieved?
- IV. What did you see as the Area Supervisors' role? Did their role change?
- V. What did you see as the role of the Board of Education teachers, particularly in relation to the agency teachers?
- VI. What kinds of teachers did you employ? What were the criteria utilized?
- VII. What did you see as the role of the agencies? Did this change? What were your channels of communication with the agencies?

VIII. What were your relations with the agency like (by agency & generally).

Rate and explain.

IX. Would you tell me about the orientation meeting held in June? (later)
What was the role of the agencies?

X. What problems came up and what did you do about them?

XI. What happened in the instances of supplies, curriculum material, audio-visual equipment, which were reported frequently as not available?
What about salaries?

XIII Do you think that the enrollee has changed his attitude towards school positively or negatively? (Explain and give examples.)

XIV. Do you feel the agencies can contribute to the overall education of children and youth Explain

- IV. Would the education of children be enhanced if the schools and agencies cooperated more closely?
- XVI. What do you think are the most valuable contribution of the N.Y.C. Program as it is presently organized?
- XVII. What factors prevented you from doing the best possible job in the N.Y.C. Program?
- XVIII. What do you consider to be the major weaknesses of the NYC Program as it is presently organized?
- XIX. Has the NYC experience changed any of your ideas and/or feelings about youngsters from depressed areas. (Explain)
- XX. On the basis of your NYC experience have you any ideas about new methods or approaches that you plan to use during the regular school year If yes what are they?

IV.

- XXI. What other general impressions have you of the NYC Program that have not been covered and which you feel ought to be mentioned?
- XXII. Would you want to return to work in the NYC Program next summer?

Center for Urban Education
33 West 42nd Street
New York, New York 10036

Educational Practices Division
Title I Evaluations

Neighborhood Youth Corps

Area Supervisor

1. a) Name
b) Age c) Sex M. F.
d) Race N. W.
2. Where are you employed during the regular school year and what do you do?
3. Post high school education:
a) Where? b) Major _____
c) Degree _____
d) No college degree
e) No. of credits? _____
4. Tell me what your work consists of in the summer program
5. What were your objectives with respect to the program?
6. Do you think that your objectives were achieved?
Extremely likely _____
Rather likely _____
Somewhat likely _____
Hardly likely _____
Not at all _____

1. The first part of the paper is devoted to a general discussion of the problem.

2. The second part is devoted to a detailed analysis of the results.

3. The third part is devoted to a discussion of the conclusions.

4. The fourth part is devoted to a discussion of the conclusions.

5. The fifth part is devoted to a discussion of the conclusions.

6. The sixth part is devoted to a discussion of the conclusions.

7. The seventh part is devoted to a discussion of the conclusions.

8. The eighth part is devoted to a discussion of the conclusions.

9. The ninth part is devoted to a discussion of the conclusions.

10. The tenth part is devoted to a discussion of the conclusions.

11. The eleventh part is devoted to a discussion of the conclusions.

12. The twelfth part is devoted to a discussion of the conclusions.

13. The thirteenth part is devoted to a discussion of the conclusions.

14. The fourteenth part is devoted to a discussion of the conclusions.

15. The fifteenth part is devoted to a discussion of the conclusions.

16. The sixteenth part is devoted to a discussion of the conclusions.

17. The seventeenth part is devoted to a discussion of the conclusions.

18. The eighteenth part is devoted to a discussion of the conclusions.

19. The nineteenth part is devoted to a discussion of the conclusions.

Title I Evaluation
Neighborhood Youth Corps
Area Supervisor

7. What was the date which classes actually began?

8. Rate the availability of each of the items below on this scale

1. _____ readily available

, 2. _____ available after delay

3. _____ not available

4. _____ had to supply my own

_____ supplies, pencils, paper, crayons, etc.

_____ curriculum materials

_____ audiovisual equipment

9. How well do you think you got to know each of your teachers?

1. _____ very well

2. _____ well

3. _____ hardly got to know each and everyone

4. _____ did not know each and every teacher

9 a) How well did the teachers do their jobs?

Agency teacher _____Excellent _____Good _____Fair _____Poor

Cooperating teachers Pd. _____Excellent _____Good _____Fair _____Poor

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Title I Evaluation
Neighborhood Youth Corps
Area Supervisor

10. Rate each item below according to the effect it had on the effectiveness of the educational program

- 1. very positive
- 2. positive
- 3. neutral
- 4. negative
- 5. very negative

_____Physical facilities
_____payment of salary
_____amount of time allotted for teaching
_____information regarding the enrollees

11. Do you think the educational program was more suitable or appropriate for:

	Extremely Suitable	Rather Suitable	Somewhat Suitable	Hardly Suitable	Not at all Suitable
a) Male enrollees	_____	_____	_____	_____	_____
b) Female enrollees	_____	_____	_____	_____	_____

12. In terms of your educational objectives, did you find the Crew Chief to be:

- 1. very helpful _____
- 2. somewhat helpful _____
- 3. neutral _____
- 4. mildly interfering _____
- 5. very interfering _____

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Title I Evaluation
Neighborhood Youth Corps
Area Supervisor

13. As a result of your experiences in the summer program in N.Y.C.

do you think your enrollees have greater potential for educational achievement than you thought they had.

____yes ____no (Explain)

13 a) Do you think there was a change in the enrollee's

attitude toward school as a result of his summer N.Y.C. experience?

1. Strong positive change _____
2. Mild positive change _____
3. No change _____
4. Mild unfavorable change _____
5. Strong unfavorable change _____

14. How often was each of the following instructions offered?

1) frequently 2) occasionally 3) infrequently 4) never

a)reading	_____	_____	_____	_____
b)arithmetic	_____	_____	_____	_____
c)other(specify)	_____	_____	_____	_____

15. How would you have preferred to have the educational enrichment program structured?

1. Reserve one day out of five for all the instructions _____
2. Scheduling the tutorial periods before, after or in between the work assignment _____
3. Other (Specify) _____

16. How would you go about stimulating more positive attitudes among enrollees towards school in future summer programs.

1000 1000 1000

1000 1000 1000

1000 1000 1000

1000 1000 1000

1000 1000 1000

1000 1000 1000

1000 1000 1000

1000 1000 1000

Title I Evaluation
Neighborhood Youth Corps
Area Supervisor

17. If you believe that the enrollee has changed his attitude toward school because of his N.Y.C. experience positively or negatively, please give examples of such changes.

17 a) What have your relations with the agencies been like (Explain)

___Excellent ___Good ___Fair ___Poor

17 b) Do you feel that agencies can contribute to the overall education of children? (Explain)

Yes___ No___

17 c) Would the education of children be enhanced if the schools and agencies cooperated more closely? (Explain)

18. What do you think are the most valuable contributions of the N.Y.C. program as it is presently organized?

19. What factors prevented you from doing the best possible job in the N.Y.C. program?

20. What do you consider to be the major weakness of the N.Y.C. program as it is presently organized?

21. Has the N.Y.C. experience changed any of your ideas and/or feelings about youngsters from depressed areas?

Yes___ No___

if yes, how?

Presented to the
Board of Directors
of the
City of New York

1900-01

The following is a list of the
names of the persons who have
been elected to the office of
Mayor of the City of New York
for the year 1900-01.

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Mayor of the City of New York
for the year 1900-01.

Title I Evaluation
Neighborhood Youth Corps
Area Supervisor

22. On the basis of your N.Y.C. experience, have you any ideas about new methods or approaches that you plan to use during the regular school year?

Yes _____ No _____

if yes, what are they?

23. What other general impressions have you of the N.Y.C. program that have not been covered above which you feel ought to be mentioned.

24. Would you want to return to work for the N.Y.C. next summer?

1. Yes _____

2. No _____

3. Can't say at this time _____

Why or why not?

Center for Urban Education
33 West 42nd Street
New York, New York 10036

Educational Practices Division
Title I Evaluations

Neighborhood Youth Corps

Questionnaire for Curriculum Specialists

1. Agency
2. Age 3. Sex M____ F____
4. Position during regular school year
5. Where employed
6. Number of years experience in curriculum____
7. Number of years experience in related work____ (What was related work?)
8. What were your assignments in the Neighborhood Youth Corps program
this summer?
9. In what ways did your assignments differ from what you had expected them
to be when you began your work? (Explain)
10. To what extent were you able to obtain all the materials you required?
____not at all ____some ____most ____all (Explain)
11. Overall, how much would you say, as a curriculum specialist, were you
able to contribute to the program? (Explain)
____very much ____some ____a little ____nothing

1. 1941
2. 1942
3. 1943

1. 1941
2. 1942

1. 1941
2. 1942

1941

1941

12. What changes would you suggest for next year's program?

13. In your judgment, how much do you feel the enrollees got out of the program? (Explain basis for judgment)

___a whole lot ___some ___a little ___nothing at all

14. How would you describe your relationship with the agency?

___very good ___fair ___poor
___good ___very poor

15. Describe your relationship with the Board of Education teachers.

___very good ___fair ___poor
___good ___very poor

16. Describe your relationship with the Agency teachers

___very good ___fair ___poor
___good ___very poor

17. Would you come back to the program next year?

yes___ no___

18. Is there anything you would like to add which has not been covered so far?

1945

Neighborhood Youth Corps

Questionnaire for Curriculum Specialists

19. Overall, how would you rate the effectiveness of the teachers?

	Very good	Good	Average	Poor	Very poor
Agency	_____	_____	_____	_____	_____
Bd. of Ed.	_____	_____	_____	_____	_____

CENTER FOR URBAN EDUCATION
33 West 42nd Street/ New York, N. Y. 10036

EDUCATIONAL PRACTICES DIVISION

August 15th, 1966

Title I Evaluations

TEACHER QUESTIONNAIRE

This questionnaire is concerned with the Center for Urban Education Neighborhood Youth Corps Educational Enrichment Program. All information obtained will be kept strictly confidential. Only Board of Education personnell should respond.

- 1 a) name _____ b) Agency _____
(last name) (first name)
- c) Age _____ d Sex M F e) Race N W
2. Position: a) Regular Licensed Teacher _____
b) Substitute Teacher _____
c) Curriculum Director _____
d) Agency Teacher _____
e) Supervising Teacher _____
f) Other (specify) _____
3. For how many years have you been a teacher? _____
4. Where are you employed during the regular school year _____
5. Post High School education: a) Where? _____
b) Major _____ c) Degree (BA, AA, BS, etc.) _____
d) No college degree _____
6. Graduate education: a) Where? _____ b) Degree _____
c) No. of credits? _____
7. a) Total number of enrollees in your group: _____ b) Number of males: _____

7. (continued)

c) Number of females: _____

8. a) Age range of all enrollees: _____ b) Age range of males:

_____ c) Age range of females: _____

d) Ages of most enrollees: _____

9. What percentage of your group is currently in regular school?

10. How did you learn about the Neighborhood Youth Corps?

CENTER FOR URBAN EDUCATION
33 West 42nd Street
New York, New York 10036

Educational Practices

Neighborhood Youth Corps Educational Enrichment Program

TEACHER QUESTIONNAIRE

1. What have you been doing in the summer program?
Of all you expected to accomplish this summer, how much were you able to do?
 1. All _____
 2. A great deal _____
 3. Some _____
 4. Very little _____
 5. Nothing _____

2. Rate the availability of each of the items below on this scale:

1 = readily available
2 = available after delay
3 = not available
4 = had to supply on my own

____ Supplies - pencil, paper, crayons, etc.
____ Curriculum materials
____ Audiovisual equipment

3. Rate the availability of each of the items below on this scale:

1 = readily available
2 = available after delay
3 = not available

____ Instructions as to duties of teacher
____ Help with control of enrollees
____ Assistance in teaching

4. To what extent did you relate your instruction to the enrollees' present or future work experience?
 1. Always _____
 2. Usually _____
 3. Sometime _____
 4. Infrequently _____
 5. Never _____

5. How well do you think you got to know each of your enrollees?
 1. Very well _____
 2. Well _____
 3. Hardly got to know each and every one _____
 4. Did not know each and every enrollee _____

6. How did you feel about teaching the enrollees?

1. Liked very much _____
2. Liked _____
3. No strong feeling either way _____
4. Liked very little _____
5. Disliked _____

7. Rate each item below according to the effect it had on your morale this summer.

- 1 = very positive
 2 = positive
 3 = neutral
 4 = negative
 5 = very negative

- _____ Physical facilities
 _____ Payment of salary
 _____ Amount of time allotted for teaching
 _____ Information regarding the enrollees

8. Did you work with the enrollee?

- 1) Always 2) Usually 3) Sometimes 4) Never

- a) on a 1 to 1 basis _____
- b) in a group setting _____

9. Do you think the educational program was more suitable or appropriate for:

- 1) Extremely Suitable 2) Rather Suitable 3) Somewhat Suitable 4) Hardly Suitable 5) Not at all Suitable

- a) Male enrollees _____
- b) Female enrollees _____

10. In terms of your educational objectives, did you find the crew chief to be:

1. Very helpful _____
2. Somewhat helpful _____
3. Neutral _____
4. Mildly interfering _____
5. Very interfering _____

11. Rate each of the following in terms of the amount of change you observed in the enrollees during the course of the program. Please use this scale:

- 1 = much more
- 2 = little more
- 3 = about same
- 4 = a little less
- 5 = much less

_____ Self confidence
 _____ Respect for others
 _____ Ability to finish task
 _____ Willingness to do ones best
 _____ Desire to improve self
 _____ Liking for arithmetic and reading
 _____ Competence in reading and arithmetic
 _____ Other (Specify)

12. Did the enrollee ask for information or advice about:

1) Very often 2) Occasionally 3) Infrequently 4) Never

a) Job training	_____	_____	_____	_____
b) How to look for a job	_____	_____	_____	_____
c) Availability of jobs	_____	_____	_____	_____

13. As a result of the summer program in N.Y.C., do you think your enrollees have greater potential for educational achievement than they have shown to date?

- 1. Extremely likely _____
- 2. Rather likely _____
- 3. Somewhat likely _____
- 4. Hardly likely _____
- 5. Not at all likely _____

14. Do you think there was a change in the enrollee's attitude toward school as a result of his summer N.Y.C. experience?

- 1. Strong Positive Change _____
- 2. Mild Positive Change _____
- 3. No Change _____
- 4. Mild Unfavorable Change _____
- 5. Strong Unfavorable Change _____

15. What approximate percentage of the enrollees changed their attitudes toward school positively as a result of their N.Y.C. experience?

- 1. 100% _____
- 2. 75% _____
- 3. 50% _____
- 4. 25% _____
- 5. None _____

16. What approximate percentage of the enrollees changed their attitudes negatively as a result of their N.Y.C. experience?

- 1. 100% _____
- 2. 75% _____
- 3. 50% _____
- 4. 25% _____
- 5. None _____

17. If your enrollees return to school, how well do you think they will do compared to pupils from the same socio-economic level who might not have attended a N.Y.C. summer program?

- 1. Much better _____
- 2. Better _____
- 3. About the same _____
- 4. Worse _____
- 5. Much worse _____

18. Do you think the kind of jobs the enrollees wanted were:

- 1. Realistic in terms of their ability _____
- 2. Somewhat realistic in terms of their ability _____
- 3. Somewhat unrealistic in terms of their ability _____
- 4. Not realistic in terms of their ability _____

19. How often was each of the following instruction offered:

1) Frequently 2) Occasionally 3) Infrequently 4) Never

- | | | | | |
|--------------------|-------|-------|-------|-------|
| a) Reading | _____ | _____ | _____ | _____ |
| b) Arithmetic | _____ | _____ | _____ | _____ |
| c) Other (Specify) | _____ | _____ | _____ | _____ |

20. How would you have preferred to have the educational enrichment program structured?

1. Reserve one day out of five
for all the instruction _____
2. Scheduling the tutorial
periods before, after or
in-between the work assign-
ment _____
3. Other (specify) _____

21. Did you experience any discipline problems?

1. Very often _____
2. Often _____
3. Occasionally _____
4. Infrequently _____
5. Never _____

22. How would you go about stimulating more positive attitudes among enrollees towards school in future summer programs?

23. If you believe that the enrollee has changed his attitude toward school because of his N.Y.C. experience, positively or negatively, please give examples of such changes.

24. What do you think are the most valuable contributions of the N.Y.C. program as it is presently organized?

25. What factors prevented you from doing the best possible job in the N.Y.C. program?

26. What do you consider to be the major weaknesses of the N.Y.C. program as it is presently organized?

27. Has the N.Y.C. experience changed any of your ideas and/or feelings about youngsters from depressed areas?

Yes _____ No _____

If YES, how?

28. Were you able to make use of the enrollees' work experience in your instruction?

Yes _____ No _____

If YES, describe:

29. Have you used any methods with your enrollees that you thought were especially useful for them?

Yes _____ No _____

If YES, list them.

30. On the basis of your N.Y.C. experience, have you any ideas about new methods or approaches that you plan to use during the regular school year?

Yes _____ No _____

If YES, what are they?

31. What other general impressions have you of the N.Y.C. program that have not been covered above which you feel ought to be mentioned?

32. Would you want to return to work for the N.Y.C. next summer?

1. Yes _____
2. No _____
3. Can't say at this time _____

Why or why not?

33. How do you feel the agency can contribute to the overall education of children?

34. Would the education of children be enhanced if the schools and agencies cooperated more closely?

Explain:

35. What have you learned about the enrollee's neighborhood which would be helpful to you in your teaching during the regular school year?

36. If you experienced discipline problems, what were they?

37. If you were faced with discipline problems, how did you deal with the problem?

CENTER FOR URBAN EDUCATION
33 West 42nd Street/New York, N.Y. 10036
Educational Practices Division

August 15, 1966

Title I Evaluation

QUESTIONNAIRE FOR ENROLLEES

NEIGHBORHOOD YOUTH CORPS

1. Agency _____
2. Age _____ Sex M _____ F _____
3. Grade in school _____ Siblings _____ Place in family (#) _____
4. Name of School _____ Borough _____
5. How do you feel about the school part of this summer program?
 1. very satisfied _____
 2. satisfied _____
 3. not satisfied _____
 4. very unsatisfied _____
6. Has the amount of reading you do changed this summer?
 1. do much more _____
 2. do a little more _____
 3. same as before _____
 4. little less _____
 5. much less _____
7. If you were paid for the time you spent in the school part of the program, do you feel you
 1. would have learned more _____
 2. would have learned about the same _____
 3. would have learned less _____
 4. would have learned much less _____

8. Below are listed a number of things which you've done this summer. Number them in the order you liked to do them. Put a 1 before the one liked most; a 2 before the second best, etc.

_____ read	_____ do arithmetic
_____ work on a job	_____ work with other people

9. Did your feelings about the school part of the program change over the summer?

1. much more favorable _____	4. less favorably _____
2. more favorably _____	5. much less favorably _____
3. about the same _____	

10. Were there teacher aides and/or volunteers in the school program? _____
If yes, did the teacher aides help you learn in the school program?

1. helped a lot _____	3. helped almost never _____
2. helped a little _____	4. never helped _____

11. Of the following, what do you think is the best reason for going to school this summer?

1. to earn more money on a job _____	3. to be able to live a happier life _____
2. to be able to understand what is going on in the world and city better _____	4. to like art, music, literature more _____
	5. to keep me off the street _____

12. Of the following, how often do you read each?

1 = very often	sports stories _____
2 = often	newspapers _____
3 = sometimes	adventure stories _____
4 = seldom	science stories _____
5 = never	stories of the lives of great men _____
	comic books _____
	none of these _____

13. Why did you go to the school part of the summer program?

- | | |
|--|-----------------------------------|
| 1. Had to go in order to be paid _____ | 4. My friends went _____ |
| 2. I wanted to go _____ | 5. I had nothing else to do _____ |
| 3. My parents wanted me to go _____ | 6. Other (specify) _____ |

14. If you could get the kind of work you want, how much more school do you think you'll need before you'll be ready?

- | | |
|----------------------------|----------------------------------|
| 1. A great deal more _____ | 4. very little more _____ |
| 2. A lot more _____ | 5. no more than I now have _____ |
| 3. some more _____ | |

15. List the following in the order you would like. (1 = the most liked, 2 = the next most, etc.)

- | | |
|--|--------------------------------|
| To go back to school _____ | To go to work full time _____ |
| To go into the Armed Forces _____ | To go into the job corps _____ |

16. Did you feel you got any help this summer in picking a job for yourself when you finish school?

- | | |
|----------------|-------------------|
| 1. A lot _____ | 3. A little _____ |
| 2. Some _____ | 4. None _____ |

17. Do you talk about your day at thie NYC when you go home?

- | | |
|---------------------|-----------------|
| 1. very often _____ | 4. Seldom _____ |
| 2. often _____ | 5. Never _____ |
| 3. sometimes _____ | |

18. How do you feel about telling others that you attend NYC?

- | | |
|--|--|
| 1. I tell anyone who will listen _____ | 3. I try to avoid telling anyone _____ |
| 2. I tell only if I am asked _____ | 4. I don't tell anyone _____ |

19. Who told you about NYC Program?

- | | | |
|---------------------------|-------------------------------------|-------------------|
| 1. School _____ | 3. Regular teacher _____ | 5. Friend _____ |
| 2. Guidance teacher _____ | 4. Someone at a social agency _____ | 6. minister _____ |

20. How much help will the school work you have done this summer be to you when you get to regular school?

1. a great deal _____

4. very little _____

2. a lot _____

5. none _____

3. some _____

21. Did your feeling about school change this summer because of the NYC program?

1. Feel much better about learning _____ 3. Feel the same _____

2. Feel better _____

4. Feel worse about learning _____

4. Feel much worse about learning _____

22. How did you feel about regular school?

1. Liked it very much _____

3. No feeling either way _____

q 2. Liked it _____

4. Disliked it a little _____

5. Disliked it a lot _____

23. How would you feel about regular school if it were just like the summer school program?

1. Like it very much _____

4. Would dislike it a little _____

2. Like it _____

5. Would dislike it a lot _____

3. No feeling either way _____

24. Do you try harder now on your school work than you did before the summer program?

1. Much harder _____

4. Less hard _____

2. Harder _____

5. Don't try at all _____

3. Same _____

25. When you start working on a school problem now, what happens?

1. More likely to finish it than before summer program _____

2. More likely to finish it than before summer program _____

3. Just as likely to finish it than before summer program _____

4. Less likely to finish it than before summer program _____

5. Much less likely to finish it than before summer program _____

26. How did you feel about your teacher this summer?

- | | |
|-------------------------|-------------------------------|
| 1. Liked a lot _____ | 4. Didn't like too much _____ |
| 2. Liked a little _____ | 5. Didn't like at all _____ |
| 3. No feeling _____ | |

27. How often did your teacher help you with your school work this summer?

- | | |
|---------------------|-----------------|
| 1. Very often _____ | 4. Seldom _____ |
| 2. Often _____ | 5. Never _____ |
| 3. Sometimes _____ | |

28. Did your teacher this summer help you with the kind of school work you do in school this fall?

- | | |
|-----------------------|----------------------|
| 1. a great deal _____ | 3. little help _____ |
| 2. some help _____ | 4. no help _____ |

29. How well do you think the teacher knows you?

- | | |
|--------------------|---------------------------------|
| 1. very well _____ | 3. Hardly knew me _____ |
| 2. well _____ | 4. did not know me at all _____ |

30. How did you feel about asking this teacher questions?

- | | |
|---------------------------------------|---------------------------------------|
| 1. always easy to ask _____ | 4. Most of the time hard to ask _____ |
| 2. most of the time easy to ask _____ | 5. Always hard to ask _____ |
| 3. sometimes easy to ask _____ | |

31. Did you feel that you could do the school work given you this summer?

- | | | |
|-----------------|--------------------|-----------------|
| 1. always _____ | 3. Sometimes _____ | 4. Seldom _____ |
| 2. often _____ | | 5. Never _____ |

32. If you could pick your teacher during the school year, of the following, whom would you pick?

- | | |
|---------------------------------|---------------------|
| 1. Regular school teacher _____ | 3. Crew chief _____ |
| 2. Summer school teacher _____ | 4. None _____ |

33. Have your plans for continuing school been changed in any way as a result of the summer program?
1. Now, much more likely to stay _____
 2. Now more _____
 3. Not changed - still will stay _____
 4. Now less likely to stay. _____
 5. Now much less likely to stay. _____
 6. Not changed - still will leave or not return to school _____
34. Do you think about what will happen to another person because of what you do?
1. Much more now than before summer program _____
 2. More now than before summer program _____
 3. Same as before _____
 4. Less now than before summer program. _____
 5. Much less than before summer program _____
35. Did you change in how hard you try in your schoolwork as a result of summer school?
- | | |
|------------------------------|------------------------|
| 1. try much harder _____ | 4. try less _____ |
| 2. try a little harder _____ | 5. try much less _____ |
| 3. about the same _____ | |
36. Did the way you feel about yourself change after being in the program this summer?
1. feel much more sure of myself _____
 2. Feel a little more sure of self _____
 3. Feel about the same _____
 4. Less sure of self _____
 5. Much less sure of self _____

37. Did the way you want to get ahead in life change because of the summer program?

Want to get ahead much more. _____

Want to get ahead more. _____

Want to get ahead about the same. _____

Want to get ahead less. _____

Want to get ahead much less. _____

38. Rank the people with whom you worked this summer according to how much they helped you. (Put a 1 before the one who helped you the most; a 2 before the one who helped you second, etc.)

_____ crew chief

_____ teacher

_____ friends in NYC

_____ family

_____ Persons connected with a religious group

_____ Persons connected with a political group

39. Of all the people you have met as a result of the NYC program, whom would you most want to be like. (Rank most to least--1 - most, 2 - next most, etc.)

_____ Teacher

_____ Crew chief

_____ Teacher aid, or volunteer

_____ Someone from group

_____ Someone from community agency

_____ Other (specify)

40. How do your parents feel about your plans for continuing school?

1. _____ Mostly agree with my plans
2. _____ Agree with my plans
3. _____ Don't care either way
4. _____ Disagree with my plans
5. _____ Strongly disagree with my plans

41. Did the way you feel about people in authority change because of the program this summer?

- A. Like people much more _____
- B. Like people more _____
- C. Same _____
- D. Like people less _____
- E. Like people much less _____

41A. What have you been doing in the summer program? (answer on back)

42. How much like your regular school teacher was the teacher you had this summer?

1. _____ Much better
2. _____ Just as good
3. _____ Almost as good
4. _____ Not as good
5. _____ Much worse

Why? _____

43. Has someone given you advice about work? Who? _____

Did you take it? _____

Why or why not? _____

44. What did you expect to learn this summer? _____

How much of it did you learn?

1. All of it. _____

2. A lot of it. _____

3. Some of it. _____

4. A little of it. _____

5. None of it. _____

45. What kind of work did you want to do before you came into the NYC program?

What kind of work would you like to do when you finish school?

What kind of work do you think you will get when you finish school?

46. Next summer would you want to come back to the NYC program?

1. Yes _____

2. Maybe _____

3. No _____

What changes would you suggest?

47. Were you satisfied with the program? Why or Why Not _____

CENTER FOR URBAN EDUCATION

Questionnaire For Enrollees

NEIGHBORHOOD YOUTH CORPS

Agency _____

- A. Age _____ B. Sex: ☐ male ☐ female
- C. Grade in school this September _____
- D. Number of brothers _____
Number of sisters _____

1. Who told you about the Neighborhood Youth Corps summer program? (check proper box)

- ☐ Someone at school
- ☐ Guidance teacher
- ☐ Regular school teacher
- ☐ Someone at social agency
- ☐ Friend
- ☐ Minister
- ☐ Other (who) _____

2. How do you feel about the school part of the program?
(check one box only)

- | | | | | |
|--------------------------|--------------------------|---------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1 | 2 | 3 | 4 | 5 |
| very
satisfied | satisfied | no feelings
either way | not
satisfied | very
satisfied |

3. How well do you think your teacher this summer knew you?
(check one)

- | | | | |
|--------------------------|--------------------------|--------------------------|------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| very
well | well | hardly
knew me | did not
know me
at all |

- 3 a) This summer at school I learned:

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| a
lot | some | very
little | nothing
at all |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2.
(questionnaire for enrollees)

4. Do you feel more or less confident about handling your school-work this fall because of the summer program? (check one)

☐

a lot
more
confident

☐

a little
more
confident

☐

no
change

☐

a little
less
confident

☐

a lot
less
confident

5. Have your feelings about your future changed because of the summer school program? (check one box)

future will be a lot better
future will be a little better

☐
☐

future will be the same
future a little worse
future a lot worse

☐
☐
☐

6. Has the amount of reading you do changed this summer?

☐

1
do much
more

☐

2
do a
little
more

☐

3
same as
before

☐

4
little
less

☐

5
much
less

7. How often do you talk about the Neighborhood Youth Corps when you are around home? (check one)

☐

1
very
often

☐

2
often

☐

3
sometimes

☐

4
seldom

☐

5
never

8. For which of the following do you feel best prepared as a result of summer school? (check one)

☐

Regular school

☐

Full time work

☐

Job Corps

☐

Going into the armed service

☐

Other (which) _____

☐

None

3.
(questionnaire for enrollees)

9. How do you feel about each of the following people from the summer program? (check one)

Teacher

☐
liked a
lot

☐
liked a
little

☐
no
feelings
either way

☐
didn't
like too
much

☐
didn't
like
at all

Crew
Chief

☐
liked a
lot

☐
liked a
little

☐
no
feelings
either way

☐
didn't
like too
much

☐
didn't
like
at all

10. What did you like best about the program?

11. What did you dislike most about the program?

12. If you were the teacher, what changes would you make in the program?

13. Would you want to come back to the Neighborhood Youth Corps summer program next year? (check one)

☐ yes

☐ maybe

☐ no

14. How often have you attended classes? (check one)

☐ all the time

☐ half of the time

☐ most of the time

☐ once in a while

CENTER FOR URBAN EDUCATION

Name of Interviewer _____

Agency _____

Site _____

Date _____

Interviewers Questionnaire

1. Please rate the enrollees' readiness to respond to the questionnaire.

_____ Very cooperative.
_____ Cooperative
_____ Neutral
_____ Reluctant
_____ Very reluctant.

2. Please rate the enrollees' ability to follow the instructions in the questionnaire (group).

_____ Easy
_____ Some difficulty.
_____ Very Difficult.

3. What is your assessment of the honesty of the responses by the enrollees?

_____ Generally honest.
_____ Some faking.
_____ Generally dishonest.
_____ Don't know.

4. Were the facilities for the conduct of the interview adequate?

_____ yes _____ no If no, please explain.

5. Please rate the cooperativeness of the teacher during the teacher interview.

_____ Very cooperative.
_____ Cooperative
_____ Neutral
_____ Mildly reluctant.
_____ Very reluctant.

2.
(Interviewers questionnaire)

6. Please rate the cooperativeness of the teacher in arranging for interviews with enrollees, and in general arrangements for the administration of the questionnaire.

_____ Very cooperative.
_____ Cooperative
_____ Neutral
_____ Mildly reluctant.
_____ Very reluctant.

7. Is there any information, or did you make any observations of anything which you feel should be reported, and which has not been indicated elsewhere?

8. Please note any impressions you may have formed regarding the program at this site and its effectiveness?

9. Other: (please use this space for elaborations - if any - of the above, or for any other comments you would like to make.

CENTER FOR URBAN EDUCATION

Anecdotal Record of Classroom Procedure

1. Interviewer
2. Agency
3. Site (location)
4. Number of enrollees
5. Physical description of site
6. Materials in use or available?
7. Materials not available?
8. If observing teaching aide, what is her rating of the quality of the direction provided by the cooperating teacher? Explain
Excellent_____ Good_____ Fair_____ Poor _____

What were the teacher's objective's for lesson observed?

2.

9. Date and time

10. Anecdotal record (10 - 15 minutes)

3.

11. Were the teacher's objectives for the lesson achieved?

Very well_____ Well_____ Somewhat _____ Not at all_____

12. Participation of enrollees

Very frequent_____ Frequent_____ Infrequent_____ None_____

13. Attitude of enrollees

Very enthusiastic_____ Enthusiastic_____ Passive_____

Somewhat enthusiastic_____

Very unenthusiastic_____

14. Attitude of teachers

Very enthusiastic_____ Enthusiastic_____ Passive_____

Lackadaisical_____ Very lackadaisical_____

Center for Urban Education
33 West 42nd Street
New York, New York 10036

Educational Practices Division
Title I Evaluations

Questionnaire for the Educational Directors

1. Name _____
2. Agency _____
3. Age _____
4. Sex M _____ F _____
5. Position during regular year:
 - a) Regularly licensed teacher
 - b) Principal
 - c) Assist. Principal
 - d) Substitute teacher
 - e) Other (specify) _____
6. Years experience: _____ Specify role (as teacher, as principal, etc.) _____
7. Place of employment during regular year _____
8. Post high school education
Where? _____
College degree(s) _____
9. Graduate education _____
10. Number of teachers responsible to you _____
11. Number of enrollees _____
12. How did you learn about the position at the Neighborhood Youth Corps?
Date you began to work _____
13. What help from any source did you receive in organizing the program?
14. How did you obtain your teachers?
Any suggestions?

15. Would you tell me something about your relations with Bd. of Ed. personnel.

16. How would you rate your relation with Bd. of Ed. personnel?

	<u>Very Good</u>	<u>Good</u>	<u>Neutral</u>	<u>Poor</u>	<u>Very Poor</u>
Teachers	_____	_____	_____	_____	_____
Curriculum Specialists	_____	_____	_____	_____	_____
Area Supervisor	_____	_____	_____	_____	_____
Central Office	_____	_____	_____	_____	_____

17. What did you see as the agency's role in the educational program?

18. What role did the Bd. of Ed. play in the educational program at the agency?

19. What changes would you want to take place in the educational program for the future?

20. What parts of the program would you want to remain as is?

21. Of what value would you say the summer program have been to the enrollees?

Very positive____ positive____ neutral____ negative____ very negative____
Explain

22. Assume you could organize the program by yourself with adequate funds, how would you organize it?

23. Of what help were the curriculum specialists in the planning and operation of the program?

Questionnaire for the Educational Directors
(continued)

24. What formal training and experience would you want your teachers to have, if you had a choice?
25. Ideally, at what location would you prefer to have the education part of the program take place?
26. Would you return to work at the same job next summer?

25
GEORGE WEINBERG

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CENTER FOR URBAN EDUCATION
33 West 42 Street, New York

Educational Practices Division
Nathan Brown, Associate Director

Evaluation of New York City School District educational projects funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10) - performed under contract with the Board of Education of the City of New York, 1965-66 School Year.

Joseph Krevisky
Research Coordinator, Title I Projects

A PROJECT TO DEVELOP A CURRICULUM FOR DISADVANTAGED
STUDENTS IN THE INTERMEDIATE SCHOOL (MIDDLE SCHOOL)

Dr. Charles M. Long
Research Director

CONFIDENTIAL

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APPENDICES 17

Appendix A - Pupil Academic Achievement in Five Integrated Schools

Appendix B - Evaluation of Curriculum Task Force Reports

- 1. Suggested Specialist Guidelines
- II. Task Force Reports

Appendix C - Staff Page

The curriculum materials produced by the Board of Education Task Forces are a tribute to the creative leadership and hard work of Dr. Joseph O. Loretan, the late Deputy Superintendent of Schools, who spearheaded the drive to develop instructional materials which would be "humanistic in design and functional in approach." The children whose lives will be enriched and strengthened thereby are a living memorial to the man who devoted so much of his professional life to meeting the "individual needs of all children."

FOREWORD

The Center for Urban Education Research Team approached the responsibility of evaluating the curriculum materials with a deep respect for the professional competence of the teachers, principals, supervisors, and district personnel who served on the Task Forces. The Team understood and appreciated the hardships involved in doing a task of this magnitude in such a short time, especially "on top of" full time teaching, supervising, and administering responsibilities.

The Research Team faced many of the same problems which beset the Task Forces. Busy professional people were asked to construct designs and conduct evaluation procedures at the very end of the 1966 school year. The materials themselves were not available to be evaluated until late in September. It was physically impossible for the Task Forces to meet the July 1st deadline. Preliminary drafts came in during August, but it would have been unfair to evaluate these early working papers. But, important groundwork could be laid while the public schools were still in session and considerable worthwhile information could be secured and analyzed over the summer months. This was done.

Obviously, tight "before" and "after" research designs were impractical. Furthermore, the charge given to the Research Team by the Center for Urban Education specifically ruled them out. The Team was asked to study the curriculum materials provided by the Task Forces and prepare anecdotal evaluations of them - evaluations which would give subjective yet highly professional estimates of the soundness of the proposals. These suggestions

are incorporated into reports which should be helpful to the teachers and other school personnel who have the responsibility of implementing the new curriculum in the intermediate schools.

RESEARCH DESIGN

The Research Design which was developed and submitted to the Center for Urban Education last May included professionally sound ways of exploring the extent to which the curriculum materials developed by the Board of Education Task Forces implemented the philosophy and objectives of the Middle School Curriculum Project as described and listed in the Project Description (4/25/66).

These objectives are:

- 1) "The curriculum will aim to develop the insights, understandings, and new appreciations essential for the competent living of the underprivileged child in a great urban center. Emphasis in all curriculum areas will be placed on growth in human and social relations that contribute to an understanding of the worth of all people. In each curriculum area, the emphasis will be placed on developing in disadvantaged pupils, at an earlier age than before, the understandings inherent in each subject discipline. Emphasis will be on meeting individual needs, learning to study effectively, and achieving a substantial degree of competence."

- 2) "To develop a new, more effective curriculum designed to meet the needs of a high percentage of disadvantaged pupils, grades 5 - 8, living in a great urban center."

- 3) "New curriculum in the following areas will be developed by curriculum writers, teachers, supervisors, and consultants to meet these needs," in mathematics, science, foreign language.

typewriting, English-language arts, history and the social sciences, art, music, urban living, industrial arts and health education.

Since time and financial resources would not permit an exhaustive try-out of these materials with children in school situations, it was decided that the evaluation could, at best, only provide descriptive material done by competent professional educators and content specialists. While the analysis of the individual Task Force reports would, undoubtedly, furnish helpful information to the public school officials, it was decided that evaluation of the materials should be exposed to at least two other approaches.

First, the Evaluation Team wanted to know if these materials reflected curriculum ideas and practices which might be found in carefully selected New York City elementary schools which are achieving a high degree of excellence in terms of the intermediate school objectives described above. The Team was confident that many fine schools do exist in New York City and that certainly new organizational patterns and curricula should build upon, and take advantage of, what these schools are doing.

Secondly, the Evaluation Team decided that some attention should be given to curriculum developments in several other large cities. Certainly the curriculum Task Forces should not overlook the progress and problems which these cities are experiencing. The Research Design was drawn with these considerations in mind.

PROCESS

Evaluation of the Task Force Reports by Specialists: The evaluation of the curriculum materials by competent professional educators and specialists in the various content fields had to be delayed until the early fall because the Task Force reports were unavailable. Guidelines¹ consistent with the Board of Education Middle School objectives were prepared to aid in the study of the reports. As the reports became available they were given to the professional personnel, together with the guidelines. The evaluation prepared by the specialists constitutes the first major part of this report.

Evaluation of the Task Force Reports in Terms of School Findings:

A number of district superintendents having schools which serve disadvantaged area children were invited to select one, two or three elementary schools in their districts which met the following criteria:

- a) school population includes a significant number of disadvantaged area children,
- b) the school is desegregated and is achieving a degree of integration, and
- c) the school is achieving a considerable degree of excellence in implementing Board of Education Middle School objectives.

From the list submitted by the district superintendents, 4th, 5th, and 6th grades in four elementary schools were selected for study. The Evaluation Team needed to have some reasonable assurance that the schools to be included in the sample were in fact good schools. In approaching this problem, two assumptions were made:

1 - Specialists Guidelines -- See Appendix B

1) the district superintendent, in cooperation with his staff, can identify good schools, and, 2) the inclusion of a control school will increase the validity of the selections. The Coordinator, on the basis of a variety of sources of information, selected a control school and withheld the identity of this school from the Study Team until all the visitations and evaluations had been prepared. A sample of five elementary schools was studied. Data analysis did in fact indicate that the sample did meet the criteria upon which selection was made.

A School Study Team consisting of three outstanding educators was organized and charged with the responsibility of identifying the curriculum ideas and practices which were contributing to the success of these schools. Guidelines were prepared to assist the School Study Team with their task. This was done and the major results are included in the "Findings" section of the report. The findings also reflect the School Study Team's thoughts about how these schools could be made even better.

Comparable City Studies: The Evaluation Team decided to investigate curriculum developments in metropolitan Los Angeles, Chicago, and Philadelphia. A professional consultant was sent to these cities to interview superintendents, curriculum directors, and other school personnel. Guidelines were prepared to aid him in making this study.

OVERALL EVALUATION OF TASK FORCE REPORTS*

The broad objectives of quality education and integration in the Board of Education proposal needed to be expressed with more specificity in order to serve as evaluative criteria. It seemed to the evaluator that at least eleven questions needed to be asked to find out if the curriculum fulfilled the major goals. The questions are as follows:

1. Do the curriculum materials stress growth "in human and social relations which will contribute to an understanding of the worth of all people?"
2. Are the various curriculum content areas organized around basic concepts which may cut across several disciplines?
3. Is the "discovery" approach to the teaching-learning situation emphasized in the curriculum materials?
4. Is the individualization of instruction encouraged in the curriculum materials?
5. What efforts are recommended for increasing the usefulness of knowledge in the lives of the children?
6. How appropriate are the curriculum materials for pre-adolescent, intermediate grade children?
7. What provisions are made for providing the preparation, help, and support which teachers will need to effectively implement the new curriculum?
8. Do the curriculum materials recognize the need to gain the active involvement and support of parents and citizen leadership in implementing the new curriculum?
9. Do the curriculum materials recognize the importance of school, district and Board of Education leadership?
10. Do the curriculum materials encourage innovation?
11. Do the curriculum materials promote integration objectives?

*Criteria or questions of task force reports are to be found in Appendix B.

The curriculum reports were read by a competent educator who has wide public school experience. The reader was asked to check the relative significance attached to each question by the Task Force. (See Table on next page). An arbitrary weighting scale on which "Significant Mention" received a rating of 5: "Mentioned" received a rating of 3, "Little or No Mention" received a rating of 1, was utilized.

Three other researchers independently read several Task Force Reports against the same instruments and found little variation from the reader's evaluations.

As in most item analysis techniques, the researchers were suspicious of very high and very low cumulative scores. Question #5, for example, "What efforts are recommended for increasing the usefulness of knowledge in the lives of the children?" was given the highest weighted score by the reader. In talking this over with the reader, who is a successful teacher, it became quickly apparent that her own creativity enabled her to see ways of making this knowledge functional in the lives of children. Question #11, relating to integration, was given the lowest rating score by the reader. This question was checked by other readers whose findings concurred with the first reader. These findings with respect to integration may reflect different theories about how to bring about integration or they may reflect a basic lack of knowledge which many people have about how to bring about more racial integration in the schools.

EVALUATION OF 10 TASK FORCE
REPORTS USING CRITICAL
QUESTIONS

TASK FORCE REPORTS	Q U E S T I O N N U M B E R :										
	1	2	3	4	5	6	7	8	9	10	11
#1 - The Aural-Oral English	*5	5	5	5	5	5	5	3	1	5	3
3 - Approach to Tch. Math	3	5	5	5	5	5	5	1	5	3	1
4 - Articul. Sci.-Math	1	5	5	3	5	5	3	1	5	3	1
5 - Gr.5 Elem.Sci.-Intermed.	1	1	5	5	5	5	5	1	1	5	1
8 - Civil Liberties	5	5	5	5	5	5	5	5	1	5	5
11 - Home Living	5	3	5	1	5	5	3	5	5	3	5
14 - Typewriting	1	3	3	5	5	5	5	1	1	3	1
16 - Indiv. Instruction	3	3	5	5	5	3	5	1	1	5	1
18 - Learning Thr. Exp.	5	5	5	5	5	5	5	5	5	5	5
23 - Fundmntl. Skills	5	5	5	5	5	5	5	1	1	5	3
TOTAL WEIGHTED SCALE:	34	40	45	42	50	48	46	24	26	42	26

* Weighted Scale

Several of the reports, particularly the one on Civil Rights, presented many good ideas about how to foster integration. The cause of integration will be more adequately realized if it receives appropriate attention in every phase of the curriculum.

SUMMARY OF OBSERVATIONS OF FIVE SELECTED SCHOOLS

The visiting team to the 5 selected elementary schools listed and elucidated the characteristics of those schools which made them good schools. In the following section, these are listed and followed by comments about the degree of concern which the Task Force Reports gave to these implications.

1. Quality education demands carefully selected and prepared principals who are sensitive to the critical educational concerns of children, parents and citizens.

Comments: This factor received inadequate attention in most of these reports. It is possible that most people did not recognize the significance of the principal's role in the curriculum.

2. Good schools modify curriculum to meet the attitudes, interests and the developmental needs of the children they serve. Content is organized around basic ideas and concepts.

Comments: Almost all of the Task Force Reports recognized the importance of adopting the curriculum to meet the needs of children. Unfortunately, only about half the reports spelled this out in meaningful ways. Almost

all of the curriculum materials organized content around basic concepts and ideas.

3. Effective schools are democratically organized. The more successful ones were making big strides in involving children in curriculum planning.

Comments: Many of the reports talked about involving teachers in policy making but few said much about extending this process to include children.

4. The better schools tended to have smaller enrollments. The possibility of direct involvement of children, parents, and teachers is enhanced in smaller schools.

Comments: Apparently few of the Task Forces gave any attention to this factor.

5. Good schools are constantly struggling to reduce class size. While some things can be taught effectively to large groups of children, in general, quality education is dependent on the pupil contact load of teachers.

Comments: Here, again, few of the Task Forces mentioned this important point in their reports.

6. Quality schools are usually well supplied with modern equipment and supplies.

Comments: All of the Task Forces recognized this need.

Several made it central to their whole report.

7. Good schools are staffed with teachers who are using sound modern methods of teaching. Innovations in school organization and teaching are encouraged.

Comments: Although most of the Task Forces directly or indirectly emphasized the importance of good teaching methods, innovation did not seem to be stressed sufficiently. The "discovery" method of teaching received considerable attention in many reports.

CONTRIBUTION OF THE THREE-CITY SURVEY

The Committee on Evaluation felt the national overview was necessary, to survey the approaches used by other cities and look for clues to better middle-grades curriculum for integrated schools that might be applied here. This was the least ambitious of the three field studies, and it proved least productive: No ready-made solution to the crisis in urban education has been discovered in Chicago, Los Angeles, or Philadelphia. All three cities, facing the same mounting problems, have tried, by and large, the same battery of approaches.

Philadelphia's experiment with the Middle School had more pertinence, since it places increased emphasis on curriculum change in the direction of innovative use of multi-media resources and team teaching, as well as early introduction of such subject matter as foreign language, typing and a new approach to science. In the light of the five-school study in New York it is interesting to note that imaginative plans are being affected in Philadelphia in regard to in-service retraining of teachers and a move toward internship for principals.

RESULTS OF PUPIL ACHIEVEMENT RESEARCH

Several clear implications for curriculum and school administration may be drawn from the depth study of factors affecting the achievement of children in the five inner-city schools which the administration considered successful.¹ Comparison of the test school which produced the highest achievement scores with the school that ranked lowest, brings out a correlation between low scores and three other factors - low socio-economic level, high proportion of non-white students, and mobility of the family. According to the study, "The most salient factor affecting scholastic achievement inversely appears to be family mobility. Those pupils who had lived in several homes and had attended two or more schools scored significantly lower on achievement tests than students from more stable home backgrounds."

The pupil achievement study points up, also, the special difficulty of the child whose home language is not English, and confirms the discouraging curve commonly shown by disadvantaged children whose skills fall gradually behind the norm the longer they stay in school. There was an encouraging positive indication for pupils, of whatever ethnic background, who had been born in the Northeastern United States.

1. The complete report on Pupil Academic Achievement may be found in Appendix A.

RECOMMENDATIONS

1. There is a very critical question relating to the proposed curriculum in terms of its root purpose - most effective learning for children. The most desirable learning situations must involve the learner in setting his own goals in relation to the life situation in which he finds himself. Insofar as we can ascertain, children were not involved in the development of curriculum ideas. Teams of teachers and administrators need time and support to carry on a continuous study of the out-of-school life of the children they teach. The data collected from such studies should be searched for basic life needs, interests, and understandings upon which significant curriculum could be built.

2. A related study needs to be conducted which will attempt to identify the unique characteristics and developmental needs of the newly organized age grouping in the Intermediate School. Roughly, this new grouping encompasses ages from 9 to 13 years. What are their developmental needs? What potential do they have to contribute to an operating group in their new setting? "Curriculum" as defined by this report would, of necessity, take cognizance of these forces.

3. The most crucial and immediate task ahead for the Board of Education is the articulation of the many Task Force ideas into a whole which will be a curriculum as defined earlier in this Report:

Curriculum is to be defined in its broadest possible context as everything that goes on in a school directed toward pupil growth. This means administrative and supervisory practices, principles

or organization of a school, the school building, the arrangement of furniture, the schedules of teachers, the scheduling of children, as well as methodology, devices and content of instruction. It also includes the relationship of the school with parents and community.

Any one segment or series of segments of Intermediate School planning as proposed in Task Force Reports might be in themselves excellent, but the neglect of articulating these with other pertinent segments may well produce total failure.

4. About as crucial is the task of transforming the learning environments in the present Intermediate Schools from either junior high or elementary type organizations to Intermediate settings as outlined in the report on "Learning Through Laboratory Experiences." Unless this step is taken immediately (within 18 months) there is a strong possibility that the Intermediate School concept will not be realized - at least in the immediate future.

5. Since the operating unit for implementing the new curriculum is the Intermediate School, it is important to organize in-service education in units closer to the individual school. Much of the potential value of the centralized in-service sessions was lost because key people like principals, assistant principals, and influential teachers in individual schools did not feel involved. Walls of resistance, understandably, were thrown up because professionals in a given school were uninformed and felt threatened. Units for in-service education, built around small groups of local Intermediate Schools, would make a crucial difference in the rapidity with which Intermediate School staffs could implement curriculum changes.

6. More attention to the process of integration - one of the two main goals in the Intermediate School movement should be given in every phase of the curriculum. Ideas concerning integration were well developed by curriculum prepared by the Civil Rights Task Force but scarcely mentioned in the other curriculum reports. School faculties with the assistance of District and Board of Education people need to find ways of building this major objective into the curriculum of the Intermediate School. Civil rights groups and interested civic organizations should be encouraged to contribute to the thinking involved in this phase of the curriculum.

A PROJECT TO DEVELOP A CURRICULUM FOR DISADVANTAGED
STUDENTS IN THE INTERMEDIATE SCHOOL (MIDDLE SCHOOL)

APPENDIX A

Pupil Academic Achievement
in Five Integrated Schools

Professor Richard D. Trent,
Associate Professor of Education

I. PURPOSES OF THE STUDY

The Allen Report recommends that Middle Schools be organized on a 4-4-4 grade system in New York City. The new Middle Schools would be structured to provide high quality education within an integrated institutional setting, and would emphasize throughout an individualized program of studies for students.

The implementation of the Allen Report's recommendations will involve many difficult problems and crucial decisions. For instance, one might ask: what should be the optimal size of the schools and their student populations? What should be the relative proportion of white, Puerto Rican and Negro youngsters in the school? How should the principals and teachers be selected? What should be the minimal years of experience that each teacher ought to have? It appears obvious that the answers one gives to these questions and others which could be raised will to a large extent determine the potential effectiveness of the new Middle Schools in providing high quality education.

This study analyzes some pertinent characteristics of a sample of 600 upper primary pupils presently attending five integrated schools in New York City. The general purpose of the investigation was to attempt to answer some of the questions which will naturally arise when the new Middle School Plan is put into effect. The specific issues to be answered were as follows:

1. How do the achievement scores of these pupils compare to national standards?
2. Comparing relative academic performance of pupils in the five schools, what general factors appear to make for higher or lower academic achievement?
3. Was there a relationship between ethnic group proportion in the school and pupil achievement?
4. What was the relation of reading to math achievement at the fourth, fifth and sixth grade levels?
5. How is achievement influenced by high pupil mobility?
6. Is there a general relationship between years of teaching experience and pupil achievement?
7. Is achievement in reading less among those pupils in which a language other than English is spoken in the home?

Other related questions will be raised in the discussion and interpretation of the results of this study. It is hoped that the study's results will provide some useful insights for those responsible for organizing the new Middle Schools.

Five schools were selected for study. The District Superintendents of four city boroughs, Brooklyn, the Bronx, Manhattan and Queens, were asked to recommend one school in his respective district which possessed the following characteristics:

1. The pupil population was well integrated, and reflected representative traits of pupils from varied ethnic groups.
2. The school was well-managed and efficiently run.
3. The school's curriculum was implemented effectively.

The four schools chosen by the District Superintendents comprise P.S. "A", P.S. "B", P.S. "C", and P.S. "D". A fifth school, P.S. "E", was selected by Professor Charles M. Long, the research project coordinator, and was included in the study as a control group.

Six-hundred pupils in the five schools were chosen for participation in this study. Two-hundred pupils were selected at random from the fourth, fifth, and sixth grades, 40 pupils being sampled in each grade. Figure 1 depicts the sampling plan.

FIGURE I

THE SAMPLING PLAN

<u>Schools</u>	<u>Grade 4</u>	<u>Grade 5</u>	<u>Grade 6</u>	<u>TOTALS</u>
P.S. "A"	40	40	40	120
P.S. "B"	40	40	40	120
P.S. "C"	40	40	40	120
P.S. "D"	40	40	40	120
P.S. "E"	<u>40</u>	<u>40</u>	<u>40</u>	<u>120</u>
TOTALS:	200	200	200	600

A confidence level of 1% was used, which suggests that statistical estimates based on this sample would be inaccurate only 1 time in 100. The standard error for the sample was 1.

* The schools are not identified in order to avoid comparisons among those which were studied. Each school is assigned a letter to facilitate the reporting process.

Chance differences attributable to errors in either measurement or sampling would therefore be well within normal statistical expectations. Thus, it may be said with confidence that the estimates and results reported herein are statistically reliable.

III. METHOD FOR SELECTING DATA

Five clerks were trained to draw random samples of pupils at the three grade levels in the selected schools. The process for choosing the specific pupils to participate in the study included four steps, these being described below.

First, the clerk was asked to determine the total number of classes at the particular grade level. For instance, if at Grade 4 in a school there were five classes, the clerk knew immediately that he would have to select 8 pupils at random from each of the five classes. If there were four classes at the particular grade level, the clerk had to choose at random 10 pupils from each class. In every case only 40 pupils were selected from each grade level.

Second, when the number of pupils per class had been ascertained, the clerk then obtained the complete class rosters of all pupils in the grade. Taking each class individually, the pupils were put in alphabetical order in their respective class. Pupils in each class were next numbered from 1 (AA) to N (ZZ). The smallest class contained 16 pupils, and the largest 32. Generally there were five or six classes at each grade level.

Third, each clerk was provided with an envelope containing seven sets of 12 random numbers each for the three grades. Each set of 12 numbers was drawn from a Table of Random Numbers, and might have included, for instance, the following: 24, 13, 12, 07, 01, 28, 19, 09, 18, 03, 21 and 32. If, for example, there were five classes at the fourth grade level in school X, utilizing the above set of numbers the clerk would select the 24th, 13th, 12th, 7th, 1st, 28th, 19th and 9th pupils as subjects for study.

And last, the clerk would then consult the pupils' Cumulative Record Cards and record the required data in his log book.

The above sampling process insured that each student at each grade level would have an equal opportunity of being selected as a subject in this investigation. It should be noted that the class rosters of all classes at each grade level were included in the sampling process, this being done so that all students, no matter how grouped by classes in their respective school, were as likely as any other of being chosen in the sample drawn by the clerks.

IV. DESCRIPTION OF DATA AND ITS PROCESSING

Data was collected on the following variables: these being about the school, the student's background and family, his academic performance, test scores and teacher's ratings. The clerks recorded data on the social economic area in which the school was located, the years of experience of the pupil's classroom teacher, and the ethnic proportion of whites, Negroes and Puerto Ricans in the school. As regards the pupil and his family, information was secured about the student's place of birth, age, sex, grade placement, language spoken in the home, his parents' birthplace or birthplaces and the like. Academic achievement test data included pupils' scores from the Metropolitan Achievement Test, the Iowa Test of Basic Skills, New York Math Concepts, New York Growth in Reading, and other instruments. The 67 variables and the way each was coded is shown in Appendix 1, The Coding Manual. 1)

All data were card punched electrically, and processed by IBM machine. Eight separate runs were made of these data. The first and second runs comprised a summary of all variables, and a cross-tabulation of variables by schools. Six separate runs were made on the specific variables related to pupils' academic performance. The latter process included cross-tabulation between six variables (teacher's years of experience pupil place of birth, language spoken in pupil's home, year pupil first entered New York City schools, number of pupil residences, and number of schools attended by the pupil), and the relation of each to the pupil's scores on academic achievement tests and ratings. The specific tabulation procedure is described in Appendix 2.

DATA PROCESSING PROCEDURE

<u>Run No.</u>	<u>Cross-tabulation</u>	<u>Purpose</u>
1	No	To summarize all data
2	Yes	To compare five schools
3 to 8	Yes	To relate the six variables to pupil achievement

This report can be placed in the Library of the Center for the Study of the Child for examination.

V. RESULTS C.

Machine processing of the data yielded 240 separate tables. 2) This tabular material represented the initial summary of the 67 variables, as well as specific cross-tabulation of eight variables relation to 17 items concerning pupil scholastic achievement. Not all the tables prepared are presented in this report since there were no significant relationships among a number of variables. The writer has chosen for tabular presentation only those tables which indicate some findings and trends which may be important in understanding more fully certain characteristics of the sample studied. In those areas in which the findings lack consistency tabular materials indicative of the inconsistency are presented.

A. Student Academic Achievement

Tables 1.0 to 1.11 show student academic achievement scores organized according to school attended. Pupils present reading level (Table 1.0) indicates that 371 pupils (60%) were reading at or above grade level; whereas 229 pupils were one or more years below grade level in this basic skill. Eight students were presently reading at least three years beyond their grade placement, however three times as many (27 pupils) were three or more years below grade level.

Present pupil performance in spelling (Table 1.1) revealed that 66% were at grade level. In this skill it should be noted that only 12 pupils were two or more years above grade level, but 96 were two or three years below level. Although students' spelling scores were superior to their reading performance, there were no significant statistical differences in achievement between the two skills.

Three subscores were obtained from the Metropolitan Achievement Primary Test, these being reading comprehension, vocabulary and average grade (Tables 1.3 to 1.5). In each case approximately 54 to 60 percent of the pupils scored at or above grade level on the subtests. For instance, the number of students scoring at or above grade level for reading comprehension, vocabulary and average grade were 340, 345, and 321, respectively. Pupil performance on the Metropolitan Achievement Test was lowest on the average grade subscore, 279 students (46%) obtaining scores one or more grades below grade level.

Pupil scores on the Upper Primary Form of the Metropolitan Achievement Test are depicted in Tables 1.11 to 1.13. It should be noted that less than half of the sample was given this test by the time this study was initiated. However, an

All tables referred to in this section are also to be found at the Library of the Center for Urban Education.

examination of the three tables shows that for those students who did take this test, their performance was considerably poorer than the performance of pupils on the lower primary form of this examination. For example, the reading subscores show that only 108 students scored at or above grade level, whereas 129 were below present grade placement. The same result is applicable to the vocabulary and average grade subscores, since in each case more students' scores were below their grade placement than on or above it. It is clear from comparing results of the lower and upper primary test scores that the upper primary students did significantly worse than students in the lower grades. It would appear that as these pupils advance from the fourth to the sixth grade there is a definite deterioration rather than improvement in their academic performance.

Tables 1.6, 1.7, 1.9, and 1.10 depict student scores on four Iowa Achievement subtests. Less than half of the students were given the Iowa; the results therefore are limited in reliability. The results from those students indicate that more students scored below grade level in work-study habits than in math. Fifty-one percent of students were at or above grade level in math. The two other Iowa subtests scores, Total Language and Total Arithmetic, are reported by percentiles. In both cases, the median student scores were in the 40th to 59th percentile range.

The results from the New York Math Concepts Test (Table 1.8) reveals more information concerning pupil performance on numerical constructs. Two hundred and forty-one pupils completed this test, the results being reported in percentile. The median score for the group fell into the 40-59th percentile range, there being 35 pupils (40%) who scored at or above the 60th percentile.

Comparing pupil performance on reading as opposed to math, an examination of the test evidence revealed no statistically significant differences in student performance. Considering these test results in tota, it would appear that about 50-62 percent of the students would be at or above grade level in both reading and math. These pupils' present level of academic achievement is therefore below national norms.

2. Differences between Schools

Figure 3 on the following page shows the rankings of student test performances for seven tests by school attending. From these tests were used since evidence was available for most of the pupils on each measure. The basic purpose of utilizing a ranking procedure was to identify the "high" and the "low" school, "high" and "low" being defined in terms of pupil achievement.

The highest mean rank was achieved by the pupils in S.S. 1.

and the lowest in

RANKING OF SCHOOLS BY PUPIL ACADEMIC ACHIEVEMENT

Measures	S C S U O S S				
	"A"	"B"	"C"	"D"	"E"
Reading Level	1	1	4	2	3
Spelling Level	1	1	5	2	4
N.Y. Growth in Reading	1	1	5	3	4
Metropolitan Reading Corps	4.1	1	4	2	4.1
Metropolitan: Vocabulary	1	2	3	4	4
Metropolitan: Aver. Grade	1	1	3	2	4
AVERAGE RATING	4.1	2	3.8	3.2	3.9

What factors account for the basic differences in pupil scholar performance in these two schools? To answer this question, following variables were assessed: school ethnic proportion, socio-economic area of the school, experience of the present teacher, number of male teachers, child and parents' birthplace, whether or not the father and mother of the pupil is living, language spoken in the home, the year the child first entered a New York City school, the person or persons with whom the child now lives, the number of residences per child, the number of years that the child has been attending this particular school, and the total number of parental interviews held during the child's career in the particular school. These data are summarized in Tables 1.14 to 1.27.

The first difference between the two schools is in the relative proportion of the school's population, which is non-white (Table 1.14). Figure 4 shows the mean rankings of the five schools and the percent of non-white students. Public School "B" had the smallest proportion of non-white students of the five schools, the non-white proportion at P.S. "A" being five times as large. One wonders therefore if the number of non-white students in the new Middle Schools should deliberately

Figure 1

MEAN RANKINGS OF SCHOOLS AND PERCENTAGE OF NON-WHITE STUDENTS ATTENDING

<u>Ranking</u>	<u>Percent Non-White Students in School</u>
1. P.S. "B"	12%
2. P.S. "D"	21%
3. P.S. "C"	30%
4. P.S. "E"	51%
5. P.S. "A"	60%

be limited to one-half the student body and less? Related to ethnic proportion is the social economic area in which the school is located, since the poorer the neighborhood, the greater the proportion of non-white residents. This fact, of course, is closely related to New York City's established pattern of de-facto segregation in housing.

Table 1.15 shows the years of experience of teachers at the two schools, all of whom were presently working with the students of this sample. This analysis was undertaken in order to assess whether differences in teachers' experience per se was a factor differentiating the low from the high achieving school. There were 54 teachers at the low achieving school who had five or more years experience; whereas at the high achieving school, only 39 teachers had five or more years experience. This finding would suggest that years of teaching experience is unrelated to pupil achievement; however, when one examines the numbers of teachers in the two schools with three years experience or less, there were more inexperienced teachers (66) at the low achieving school than in the high achieving school (51). It would appear, from these statistics that years of teaching experience per se is not directly related to high pupil achievement, assuming that the students all had a more or less equal ability to learn.

The crucial factors which discriminate clearly between the high and low achieving schools are associated with the pupils' family and the mobility of the families. For instance, more children in the low achieving school were born in the South or Puerto Rico than in the high achieving school (Table 1.17). About twice as many of the pupils' parents in the high achieving school were born in New York City, New York State, or in a northeastern State than parents of the low achievers (Tables 1.18 and 1.21). Examining the language spoken in the homes of

pupils (Table 1.20), more than three times as many families in the low achieving school spoke a language other than English than in the pupils' homes of the high achieving school.

Differences in family mobility are shown in Tables 1.24 and 1.25. There is significantly greater family mobility among students in the low achieving school. For instance, 16 pupils in the low achieving school have lived in four or more different homes in the past six years. Only one student in the high achieving school had lived in four or more residences in the same time period. This high mobility is also reflected in the number of schools which these pupils have attended (Table 1.25). Fifteen students in the high achieving school had attended three or more schools, however in the low achieving school the comparative figure was 40 pupils. The impact of mobility on the parent-teacher relation is revealed somewhat by an analysis of the number of parent-teacher conferences held (Table 1.27). About five times as many teacher-parent interviews were recorded with parents of the high achieving school as among the parents of the low achieving school, the finding suggesting that more consistent teacher-parent relationships have occurred in the high achieving school.

Family mobility is one of the difficult obstacles which impede the work of the school. One would predict that this factor will be one of the very serious problems to be overcome in planning the new Middle School program. If high family mobility continues, efforts to improve pupils' academic achievement will be influenced negatively. In addition, this problem is particularly difficult for the schools since the school has little or no control over its resolution.

C. INFLUENCE OF TEACHER EXPERIENCE

The finding above relative to the influence of teacher experience suggests that the low achieving school had more teachers who were experienced than the high achieving school. This result appeared opposite to what was anticipated, and more evidence was needed in order to determine more clearly the influence of teacher experience on pupil academic achievement.

The first step of the procedure was to cross-tabulate years of teaching experience with pupils' reading readiness scores from the first grade. Arbitrarily, an experienced teacher was defined as one with five or more years of experience. Our purpose here was to determine if the students of the more experienced teachers were more retarded in reading readiness at the first grade than pupils of the less experienced teacher. If the more experienced teachers' classes comprised more students who were seriously retarded in reading readiness than classes of less experienced teachers, then any comparison of

the relative academic progress of their pupils would be somewhat misleading and irrelevant. Table 2.0 shows the pupils' reading readiness scores by years of experience of their present teachers, and it will be noted that more of the students whose scores fell below the 60th percentile were presently in classes of the experienced teachers. For instance, 89 pupils who scored below the 60th percentile were being taught by experienced teachers, while 73 were presently placed in classes of teachers who had four years or less experience. In interpreting the results reported below it is important to keep this fact in mind - that the more retarded students were apparently assigned to classes taught by the more experienced teachers.

Table 2.1 depicts pupils' present reading levels by years of teaching experience of their present teachers. Two conclusions may be drawn from the data shown in the table: a) that significantly more students reading on or above their present grade placement were taught by teachers with five or more years of experience; and b) that more students who were one or more years below grade placement in reading were presently in classes of more experienced teachers.

The two conclusions cited above are also applicable to the pupils' present spelling achievement (Table 2.2), results from the New York Growth in Reading Test (Table 2.3), and the three subtests of the Metropolitan Achievement Test (Tables 2.4 to 2.6). For example, 140 pupils in classes of experienced teachers were one or more years below grade placement level in spelling, while only 47 pupils being taught by teachers with four years or less experience were one or more years below grade placement in spelling. However, more than twice as many students taught by the experienced teachers were one year or above grade level in spelling than pupils of less experienced teachers (Tables 2.2).

Since more of the relatively retarded pupils selected for inclusion in this investigation are being taught by experienced teachers, it is important to note that despite this fact the pupils of the more experienced teachers apparently made greater academic progress than pupils being taught by less experienced teachers. These results imply, therefore, that if the new Middle Schools can be staffed by experienced teachers (experience better defined arbitrarily as five years or more experience), pupil academic progress ought to be relatively greater.

D. INFLUENCE OF PUPIL'S PLACE OF BIRTH

In the comparison between the highest and lowest achieving schools and the relation of achievement to pupil place of birth, it was reported that more pupils in the high achieving school than in the low achieving one were born in New York or

a northeastern state of the Union. The question naturally arose: What is the relation of pupil achievement to pupil place of birth in the five schools? Figure 5 shows the pupil reading level in all five schools according to pupil place of birth. Statistics on reading level were available for 564 of the 600 students studied, there being no information for 36 students (See Table 3.0)

FIGURE 5

PUPIL READING LEVEL AND PLACE OF BIRTH

<u>Place of Birth</u>	<u>Below Level</u>	<u>On or Above Level</u>
N.Y. or a Northeastern State	153	379
Other places	59	72
Totals:	212	352

The Chi-square test was applied to these data to determine if there was a significant relationship between place of birth and reading level. Chi-square was equal to 2.3, which suggests that for the 564 students there was no significant difference in present level of reading for those students born in New York or a northeastern state and those born elsewhere, including Puerto Rico.

It is interesting to note that the above conclusion is not applicable to results from pupils' math scores. Figure 6 below is based on Table 3.11, and shows the place of pupil birth and his percentile scores on the New York Math Concepts Test. The results of this table may be somewhat misleading since only 233 of the 600 students had taken this test at the time these results were collected. The results indicate that 91 of the 233 students (36%) scored at the 60th percentile or above on this test, 83 of the 91 students being persons born in New York or a northeastern state.

FIGURE 6

PUPIL PLACE OF BIRTH AND MATH ACHIEVEMENT PERCENTILE SCORES

<u>Place of Birth</u>	<u>Scores below 60th Perc.</u>	<u>Scores Above 60thPerc.</u>
N.Y. or Northeastern	109	83
Other Places	34	8

The Chi-square test was applied to the data presented in Figure 6 and equalled 9.3. A Chi-square sum of this magnitude was significant above the .01 level of probability, and indicated that the pupils born in New York or a northeastern state scored significantly higher in math than did students who were born in other areas of the country or outside the country's continental limits. Why there should be this difference between performance in reading and math among those born in the northeastern states as opposed to elsewhere is a matter for future research and speculation.

Table 3.1 presents pupils' places of birth and their present level of spelling achievement. Of 438 students born in New York or a northeastern state, 143 (33%) were below their grade placement in spelling. However, of 126 pupils born elsewhere, 47 (37%) were one or more years below grade level in spelling. Thus, there appears to be a negative relation between academic achievement and place of birth other than the northeastern states.

Since so much has been said by educational specialists and other social scientists in the past few years about discrepancies in the academic performance of Puerto Rican migrants to New York City, it is interesting to compare recent Metropolitan Achievement Test scores of pupils born in Puerto Rico and those whose birthplace was New York City. Three separate comparisons were made, these being shown in Tables 3.6 to 3.8. Figure 7 reveals reading comprehension scores of pupils born in New York City as opposed to

FIGURE 7

READING COMPREHENSION SCORES OF TWO GROUPS

	<u>Below Reading Level</u>	<u>On or Above Level</u>
Born in New York City	180	152
Born in Puerto Rico	28	6

those whose birthplace was Puerto Rico. A far greater percentage of the Puerto Rican born students scored below level for reading comprehension than did pupils born in New York City. The same result is applicable to the vocabulary and average level scores of the Metropolitan Achievement Test. For instance, in the vocabulary subtest only 6 Puerto Rican born pupils scored above their grade placement while more than four times as many scored below (see Table 3.7).

Student place of birth is a factor beyond the control of educational authorities. Since Puerto Rican-born students do possess distinct problems, it would appear that special efforts will have to be made in the new curriculum to compensate for their deficiencies.

E. THE LANGUAGE STUDENT

Figure 8 below indicates pupils' present reading levels, and the language spoken in the students' homes. The results are striking and very significant statistically: almost twice as many students

FIGURE 8

LANGUAGE SPOKEN IN THE HOME AND PUPILS' READING LEVELS

<u>Language Spoken</u>	<u>Percent Pupils below level</u>	<u>Percent Pupils on or above level</u>
English	29%	71%
Spanish & others	56%	44%

from homes in which a language other than English was spoken were one or more years below present grade placement in reading than students from homes in which English is spoken (see Table 4.0).

Performance of pupils from non-English speaking homes is lower than students from the English-speaking homes in spelling (Table 4.1), reading readiness at first grade (Table 4.2), and the various measures and tests of academic achievement recorded (Tables 4.3 to 4.11). In fact, differences in performances between these two groups of students on number and math concepts were as great or greater than differences in performance on verbal abilities. For instance, Figure 9 presents the percentage of students from homes in which English and other languages were spoken, and their respective percentile scores on the New York Math Concepts Test (see Table 4.11). Only 14 percent of students

FIGURE 9

LANGUAGE SPOKEN IN THE HOME AND PERCENTILE SCORES ON THE NEW YORK MATH CONCEPTS TEST

<u>Language Spoken</u>	<u>Percent Scoring Below 60th Percentile</u>	<u>Percent Scoring Above 60th Percentile</u>
English	51%	49%
Spanish & others	86%	14%

from homes in which a language other than English is spoken achieve scores at or above the 60th percentile; whereas among those whose language at home is English, 49 percent scored at or above the 60th percentile. The question needs to be asked: What special

curriculum approaches and adaptations should be employed to help the non-English speaking pupils to achieve high level academic standards?

F. ACADEMIC ACHIEVEMENT AND INDICES OF MOBILITY

Three indices were used to measure mobility of the students' families, these being the year the pupil entered New York City schools, the number of residences listed in his Cumulative Record and the number of different schools attended by each pupil as of June 30, 1966. The three indices were analyzed separately and will be discussed independently, however it should be noted that number of schools attended and number of different residences are very closely interrelated.

Tables 5.0 to 5.11 summarize the year pupils entered a New York City school and the relation of this variable to eleven indices of pupil achievement. Most pupils presently in the upper primary grades were enrolled in New York City schools in the years 1961-1963 (see Table 5.0). To assess the influence of length of time enrolled on scholastic achievement, the sample was divided into three groups as follows: a) those who entered school in 1961 or before; b) those who entered in 1962 or 1963; and c) the later enrollees, those who entered between 1964 and the present school year.

Figure 10 shows the percentage of pupils above and below grade

Figure 10

YEAR ENTERED NEW YORK CITY SCHOOLS AND READING LEVEL

<u>Year Entered</u>	<u>Percent Below Reading Level</u>	<u>Percent On or Above Reading Level</u>
1958 - 1961	37	61%
1962 - 1963	42	58
1964 - 1966	52	48

level in reading organized according to three time periods. The figure shows that the percentage of pupils reading at or above grade level is highest for those who entered the schools in 1958-1961. There is no consistent finding regarding reading achievement and year of enrollment. For example, 62 percent of the children who entered the schools in 1962 and 1963 were reading at or above grade level, however among the most recent enrollees, only 50 percent were presently on or above their grade placement in reading. The earliest enrollees scored below those registered in 1962-1963, some 61 percent presently reading at or above grade level. Presumably, it may be that there is a higher percentage of slower children and those who have failed among the earliest enrollees.

The pupils' spelling level and year of enrollment are presented in Table 5.1. An examination of the data shows that a relatively high percent of the most recent enrollees were below grade level in spelling as compared to earlier enrollees. Also, there does not appear to be any significant difference in spelling level among those registered in the period 1958 to 1961, and in 1962 to 1963, although those enrolled at the later period had fewer pupils below grade level.

Figure 11 is based on Table 5.8 and shows the year students

TABLE 5.8

YEAR ENTERED SCHOOLS AND AVERAGE GRADE SCORES

Year Entered	Below Average Grade	Above Average Grade
1958 - 1961	17%	17%
1962 - 1963	17%	17%
1964 - 1966	17%	17%

entered the New York City school system and their average grade subtest score on the Metropolitan Achievement Test (see Table 5.8). The distribution of these data is very much like that reported above for reading and spelling. The Chi-square test was applied to these data to determine if there were any significant statistic differences in average grade scores by year entering school. The Chi-square sum was 3.0 (two degrees of freedom), which indicates that there were no significant differences between students entering school during the three time periods for this subtest. One may conclude that the year the students entered the school system per se was not significantly related to pupil scholastic achievement.

A second index of mobility is the number of separate residences listed in each pupils Cumulative Record. It was noted previously during the comparison between the high and low achieving schools that number of pupil residences was a significant differentiating factor. The specific problem to be answered now is whether number of residences is in fact inversely related to pupil academic achievement. In the analysis which follows, a comparison will be made between students for whom only one residence is listed, as opposed to those pupils for whom two or more residences were indicated.

Tables 6.0 to 6.11 include all the basic data relevant to number of residences and its relation to pupil

academic achievement. This is a summary of six analyses of pupil performance for those with one residence listed, and those with two or more residences listed. The specific measures reported in Figure 12 comprise reading and spelling levels, Part II of the Math Concepts Test, the New York Growth in Reading Test, the average grade subscale score from the Metropolitan Achievement Test, and the New York Math Concepts Test (Upper Primary). In each case, the pupils with one residence listed scored higher than students with two or more residences.

FIGURE 12

NUMBER OF RESIDENCES AND PUPIL ACHIEVEMENT SCORES

<u>Test Results</u>	<u>One Residence</u>	<u>Two or More</u>
1. Reading level:		
% below grade level -	27%	45%
2. Spelling level:		
% below grade level -	23%	40%
3. Math Concepts II:		
% below 60th Percentile -	30%	41%
4. N.Y. Growth in Reading:		
% below grade level -	11%	15%
5. Metropolitan Achievement:		
% below grade level -	41%	64%
6. New York Math Concepts:		
% below 60th Percentile -	45%	70%

It should be noted that students with one residence listed had significantly higher scores for five of the six tests, the exception being the New York Growth in Reading Test. Even in the latter case, students with two or more residences listed did poorer than pupils with one residence. It should also

be pointed out that the differences in performance in math are even more significant than differences between the two groups in performance on verbal and language material.

Closely related to the number of pupil residences is the third index of mobility, the number of schools attended by the students since enrollment in the New York City School system. The relations between pupil achievement and number of schools attended are shown in Tables 7.0 to 7.11. Figure 13 represents a comparison on six achievement factors for those pupils who have attended only one school during their school career, and those who have been registered at two or more schools in New York City.

FIGURE 13

NUMBER OF SCHOOLS ATTENDED AND PUPIL ACHIEVEMENT SCORES

<u>Test Results</u>	<u>Attended One School</u>	<u>Attended Two or More Schools</u>
1. Reading level:		
% below grade level -	27%	37%
2. Spelling level:		
% below grade level	42%	38%
3. Math Concepts, II:		
% below 60th Percentile -	41%	50%
4. N.Y. Growth in Reading:		
% below grade level -	7%	17%
5. Metropolitan Achievement:		
% Below average grade -	42%	52%
6. New York Math Concepts:		
% below 60th Percentile -	41%	50%

The results of the influence on achievement of attending more than one school are very similar to the effects of multiple residences. The children who had attended only one school attained higher

scores as a group for all six measures of academic achievement than did the children who had attended two or more schools. The differences between these two groups of students were greatest in the area of reading skills. For instance, 155 of 211 students were presently reading on or above their present grade placement (See Table 7.0). However, among the group of pupils who had attended two or more schools, only 208 of 371 pupils were presently reading on grade level. The differences between groups in this case was statistically significant at the .001 level of probability.

Mobility from these results is therefore a very significant factor which retards pupil achievement. It is inversely related to every measure of student scholastic achievement utilized in this investigation. Mobility will be a very difficult problem to resolve in the setting up of the new Middle Schools since the school, as a social institution, has little or no control over pupil movement and changes in school enrollments in the community.

VI. LIMITATIONS OF THE STUDY

This study possesses several limitations which the reader ought to know in order to interpret accurately the results reported above. First, the major prediction criterion of the investigation was limited to pupil achievement. Other criteria may be equally as important, such as the quality of school administration, the quality of teacher-child relations, and the quality of teacher-parent relations. The prediction criterion employed herein is quantitative, not qualitative.

Secondly, since the data were electrically programmed to relate variables independently to measures of achievement, it is almost impossible to ascertain the interrelations among variables. If, for instance, a child's family moves frequently to different neighborhoods, the child will have several residences and will probably attend several schools in those neighborhoods. However, the exact interrelations between number of schools attended and number of separate residences was beyond the scope of this study.

Finally, the results of the investigation are reported in terms of the relationship of variables to pupil achievement criteria. Relationships and correlations, no matter how significant, do not necessarily imply causation. The causes for the differences in pupil achievement, and the interrelationship between these causes, should be a matter for future research.

VII. SUMMARY

The purpose of this study was to analyze some factors associated with pupil scholastic achievement in five integrated New York City schools. Four schools were selected by District Superintendents in their respective boroughs; the fifth by the Research Project Coordinator.

The sample comprised 600 pupils, 200 students each being selected at random from the fourth, fifth and sixth grades. The standard error of the sample was $\pm .105$, which suggests that chance and measure errors were well below normal statistical expectations. Five clerks were trained in sample selection, procedures, and collected the data from pupils' Cumulative Record Cards. The sampling procedure employed insured a random sample by grades, each student in each grade having an equal opportunity of being selected. Information was secured about 67 variables concerning pupils' school, family and his academic performance. All data were card punched and processed electrically.

The major results of the study may be summarized as follows:

1. The students general level of achievement in reading, spelling and math were below national norms slightly, since 50 to 60 percent of the pupils were on or above their present grade placement for these skills.

2. Comparing the school with the highest scholastic achievement and the school with the lowest, differences between the two were in the areas of their respective ethnic group proportions, the socio-economic level of the schools communities, and the mobility of pupils' families. In the high achieving school, there was a lower proportion of non-whites, the neighborhood had a higher income, and the pupils' families were significantly less mobile.

3. Years of teaching experience were only indirectly related to high pupil achievement since apparently the more difficult children were assigned to the more experienced teachers. However, the results suggest that pupils of experienced teachers made relatively greater academic progress than pupils of less experienced teachers.

4. Pupils who were born outside the northeastern United States and those in whose homes a language other than English was spoken scored significantly lower on achievement tests than those students born in this (the northeastern) area, and who were from homes in which English was spoken.

5. Comparing student academic achievement by grades, it appears that as students advance from the fourth to the sixth grade, their scores on achievement tests become lower.

6. The most salient factor affecting scholastic achievement inversely appear to be family mobility. Those pupils who had lived in several homes and had attended two or more schools scored significantly lower on achievement tests than students from more stable home backgrounds.

A number of specific suggestions are included in the report. It is hoped that the results of the study will provide some useful insights for those responsible for organizing the new Middle School

I. PURPOSES OF THE STUDY

The Allen Report recommends that Middle Schools be organized on a 4-4-4 grade system in New York City. The new Middle Schools would be structured to provide high quality education within an integrated institutional setting, and would emphasize throughout an individualized program of studies for students.

The implementation of the Allen Report's recommendations will involve many difficult problems and crucial decisions. For instance, one might ask: what should be the optimal size of the schools and their student populations? What should be the relative proportion of white, Puerto Rican and Negro youngsters in the school? How should the principals and teachers be selected? What should be the minimal years of experience that each teacher ought to have? It appears obvious that the answers one gives to these questions and others which could be raised will to a large extent determine the potential effectiveness of the new Middle Schools in providing high quality education.

This study analyzes some pertinent characteristics of a sample of 600 upper primary pupils presently attending five integrated schools in New York City. The general purpose of the investigation was to attempt to answer some of the questions which will naturally arise when the new Middle School Plan is put into effect. The specific issues to be answered were as follows:

1. How do the achievement norms of these pupils compare to national standards?
2. Comparing relative academic performance of pupils in the five schools, what general factors appear to make for higher or lower academic achievement?
3. Was there a relationship between ethnic group proportion in the school and pupil achievement?
4. What was the relation of reading to math achievement at the fourth, fifth and sixth grade levels?
5. How is achievement influenced by high pupil mobility?
6. Is there a general relationship between years of teaching experience and pupil achievement?
7. Is achievement in reading less among those pupils in which a language other than English is spoken in the home?

Other related questions will be raised in the discussion and interpretation of the results of this study. It is hoped that the study's results will provide some useful insights for those responsible for organizing the new Middle Schools.

II. SELECTION OF SCHOOLS AND

Five schools were selected for study. The District Superintendents of four city boroughs, Brooklyn, the Bronx, Manhattan and Queens, were asked to recommend one school in his respective district which possessed the following characteristics:

1. The pupil population was well integrated, and reflected representative traits of pupils from varied ethnic groups.
2. The school was well-managed and efficiently run.
3. The school's curriculum was implimented efectively.

The four schools chosen by the District Superintendents comprise P.S. "A"*, P.S. "B", P.S. "C", and P.S. "D". A fifth school, P.S. "E", was selected by Professor Charles M. Long, the research project coordinator, and was included in the study as a control group.

Six-hundred pupils in the five schools were chosen for participation in this study. Two-hundred pupils were selected at random from the fourth, fifth, and sixth grades, 40 pupils being sampled in each grade. Figure 1 depicts the sampling plan

FIGURE I

THE SAMPLING PLAN

<u>Schools</u>	<u>Grade 4</u>	<u>Grade 5</u>	<u>Grade 6</u>	<u>TOTALS</u>
P.S. "A"	40	40	40	120
P.S. "B"	40	40	40	120
P.S. "C"	40	40	40	120
P.S. "D"	40	40	40	120
P.S. "E"	<u>40</u>	<u>40</u>	<u>40</u>	<u>120</u>
TOTALS:	200	200	200	600

A confidence level of 1% was used, which suggests that statistical estimates based on this sample would be inaccurate only 1 time in 100. The standard error for the sample was $\frac{1}{10}$.

* The schools are not identified in order to avoid comparisons among those which were studied. Each school is assigned a letter to facilitate the reporting process.

Chance differences attributable to errors in either measurement or sampling would therefore be well below normal statistical expectations. Thus, it can be said with confidence that the estimates and results reported herein are statistically reliable.

III. METHOD FOR COLLECTING DATA

Five clerks were trained to draw random samples of pupils at the three grade levels in the selected schools. The process for choosing the specific pupils to participate in the study included four steps, these being described below.

First, the clerk was asked to determine the total number of classes at the particular grade level. For instance, if at Grade 4 in a school there were five classes, the clerk knew immediately that he would have to select 8 pupils at random from each of the five classes. If there were four classes at the particular grade level, the clerk had to choose at random 10 pupils from each class. In every case only 40 pupils were selected from each grade level.

Second, when the number of pupils per class had been ascertained, the clerk then obtained the complete class rosters of all pupils in the grade. Taking each class individually, the pupils were put in alphabetical order in their respective class. Pupils in each class were next numbered from 1 (AA) to N (ZZ). The smallest class contained 16 pupils, and the largest 32. Generally there were five or six classes at each grade level.

Third, each clerk was provided with an envelope containing seven sets of 12 random numbers each for the three grades. Each set of 12 numbers was drawn from a Table of Random Numbers, and might have included, for instance, the following: 24, 13, 12, 37, 01, 10, 29, 09, 18, 03, 21 and 17. For example, there were five classes at the fourth grade level in School X. Utilizing the above set of numbers the clerk would select the 24th, 13th, 12th, 37th, 1st, 23rd, 19th and 9th pupils as subjects for study.

And last, the clerk would then consult the pupils' Cumulative Record Cards and record the required data in his log book.

The above sampling process insured that each student at each grade level would have an equal opportunity of being selected as a subject in this investigation. It should be noted that the class rosters of all classes at each grade level were included in the sampling process, this being done so that all students, no matter how grouped by classes in their respective school, were as likely as any other of being chosen in the sample drawn by the clerks.

IV. DESCRIPTION OF DATA AND ITS PROCESSING

Data was collected concerning 67 variables, these being about the school, the student's background and family, his academic performance, test scores and teacher's ratings. The clerks recorded data on the social economic area in which the school was located, the years of experience of the pupil's classroom teacher, and the ethnic proportion of whites, Negroes and Puerto Ricans in the school. As regards the pupil and his family, information was secured about the student's place of birth, age, sex, grade placement, language spoken in the home, his parents' birthplace or birthplaces and the like. Academic achievement test data included pupils' scores from the Metropolitan Achievement Test, the Iowa Test of Basic Skills, New York Math Concepts, New York Growth in Reading, and other instruments. The 67 variables and the way each was coded is shown in Appendix 1, The Coding Manual. 1)

All data were card punched electrically, and processed by IBM machine. Eight separate runs were made of these data. The first and second runs comprised a summary of all variables, and a cross-tabulation of variables by schools. Six separate runs were made on the specific variables related to pupils' academic performance. The latter process included cross-tabulation between six variables (teacher's years of experience pupil place of birth, language spoken in pupil's home, year pupil first entered New York City schools, number of pupil residences, and number of schools attended by the pupil), and the relation of each to the student's scores on academic achievement tests and ratings. The specific tabulation procedure is summarized in Figure 2.

FIGURE 2

DATA PROCESSING PROCEDURE

<u>Run No.</u>	<u>Cross-Tabulation</u>	<u>Purpose</u>
1	No	To summarize all data
2	Yes	To compare five schools
3 to 8	Yes	To relate the six variables to pupil achievement

*Appendix 1 is not attached to this report but is available in the Library of the Center for Research in Education.

V. RESULTS

Machine processing of the data yielded 240 separate tables. This tabular material represented the initial summary of the 67 variables, as well as specific cross-tabulation of eight variables relation to 17 items concerning pupil scholastic achievement. Not all the tables prepared are presented in this report since there were no significant relationships among a number of variables. The writer has chosen for tabular presentation only those tables which indicate some findings and trends which may be important in understanding more fully certain characteristics of the sample studied. In those areas in which the findings lack consistent tabular materials indicative of the inconsistency are presented.

A. Student Academic Achievement

Tables 1.0 to 1.13 show 14 student academic achievement scores organized according to school attended. Pupils present reading level (Table 1.0) indicates that 371 pupils (60%) are reading at or above grade level; whereas 229 pupils were one or more years below grade level in this basic skill. Eight students were presently reading at least three years beyond their grade placement, however three times as many (27 pupils) were three or more years below grade level.

Present pupil performance in spelling (Table 1.1) revealed that 66% were at grade level. In this skill it should be noted that only 12 pupils were two or more years above grade level, but 96 were two or three years below level. Although students' spelling scores were superior to their reading performance, there were no significant statistical differences in achievement between the two skills.

Three subscores were obtained from the Metropolitan Achievement Primary Test, these being reading comprehension, vocabulary and average grade (Tables 1.3 to 1.5). In each case approximately 54 to 60 percent of the pupils scored at or above grade level on the subtests. For instance, the number of students scoring at or above grade level for reading comprehension, vocabulary and average grade were 340, 345, and 321, respectively. Pupil performance on the Metropolitan Achievement Test was lowest on the average grade subscore, 279 students (45%) obtaining scores one or more grades below grade level.

Pupil scores on the Upper Primary Form of the Metropolitan Achievement Test are depicted in Tables 1.11 to 1.13. It should be noted that less than half of the sample was given this test by the time this study was initiated. However, an

All tables referred to in this section are also to be found at the Library of the Center for Urban Education.

examination of the Iowa Achievement Test shows that for those students who did take this test, their performance was considerably poorer than the performance of pupils on the lower primary form of this examination. For example, the reading subscores show that only 108 students scored at or above grade level, whereas 129 were below present grade placement. The same result is applicable to the vocabulary and average grade subscores, since in each case more students' scores were below their grade placement than on or above it. It is clear from comparing results of the lower and upper primary test scores that the upper primary students did significantly worse than students in the lower grades. It would appear that as these pupils advance from the fourth to the sixth grade there is a definite deterioration rather than improvement in their academic performance.

Tables 1.6, 1.7, 1.9, and 1.10 depict student scores on four Iowa Achievement subtests. Less than half of the students were given the Iowa; the results therefore are limited in reliability. The results from those students indicate that more students scored below grade level in work-study habits than in math. Fifty-one percent of students were at or above grade level in math. The two other Iowa subtests scores, Total Language and Total Arithmetic, are reported by percentiles. In both cases, the median student scores were in the 40th to 59th percentile range.

The results from the New York Math Concepts Test (Table 1.8) reveals more information concerning pupil performance on numerical constructs. Two hundred and forty-one pupils completed this test, the results being reported in percentiles. The median score for the group fell into the 40-59th percentile range, there being 96 pupils (40%) who scored at or above the 60th percentile.

Comparing pupil performance on reading as opposed to math, an examination of the test evidence revealed no statistically significant differences in student performance. Considering these test results in 1969, it would appear that about 50-60 percent of the students would be at or above grade level in both reading and math. These pupils' present level of academic achievement is therefore below national norms.

2. Differences between Schools

Figure 3 on the following page shows the rankings of student test performance for seven tests by school attending. Results from these tests were used since evidence was available from most of the pupils on each measure. The basic purpose of utilizing a ranking procedure was to identify the "high" and the "low" school, "high" and "low" being defined in terms of pupil achievement.

The highest mean rank was achieved by the pupils in S.S. "B".

and the lowest

RANKING OF SCHOOLS BY PUPIL ACHIEVEMENT

Measures	1	2	3	4	5
Reading Level	3	1	4	2	5
Spelling Level	3	1	5	2	4
N.Y. Growth in Reading	2	1	3	3	5
Metropolitan: Reading Comp.	4.5	1	3	2	4.5
Metropolitan: Vocabulary		1	3	2	4
Metropolitan: Aver. Grade		1	3	2	4
AVERAGE RATING	4.1	3	3.2	2.8	3.9

What factors account for the basic differences in pupil scholar performance in these two schools? To answer this question, the following variables were assessed: school ethnic proportion, socio-economic area of the school, experience of the present teacher, number of male teachers, child and parents' birthplace, whether or not the father and mother of the pupil is living, language spoken in the home, the year the child first entered a New York City school, the person or persons with whom the child now lives, the number of residences per child, the number of years past the child has been attending this particular school, and the total number of parental interviews held during the child's career in the particular school. The data are summarized in Tables 1.14 to 1.27.

The first difference between the two schools is in the relative proportion of the school's population, which is non-white (Table 1.14). Figure 4 shows the mean rankings of the five schools and the percent of non-white students. Public School "B" had the smallest proportion of non-white students of the five schools, the non-white proportion at P.S. "A" being five times as large. One wonders therefore if the number of non-white students in the new Middle Schools should deliberately

FIGURE 1

MEAN RANKINGS OF SCHOOLS AND PERCENTAGE OF NON-WHITE STUDENTS ATTENDING

<u>Ranking</u>	<u>Percent Non-White Students in School</u>
1. P.S. "B"	12%
2. P.S. "D"	21%
3. P.S. "C"	60%
4. P.S. "E"	51%
5. P.S. "A"	60%

be limited to one-half the student body and less? Related to ethnic proportion is the social economic area in which the school is located, since the poorer the neighborhood, the greater the proportion of non-white residents. This fact, of course, is closely related to New York City's established pattern of de-facto segregation in housing.

Table 1.15 shows the years of experience of teachers at the two schools, all of whom were presently working with the students of this sample. This analysis was undertaken in order to assess whether differences in teachers' experience per se was a factor differentiating the low from the high achieving school. There were 54 teachers at the low achieving school who had five or more years experience; whereas at the high achieving school, only 39 teachers had five or more years experience. This finding would suggest that years of teaching experience is unrelated to pupil achievement; however, when one examines the numbers of teachers in the two schools with three years experience or less, there were more inexperienced teachers (66) at the low achieving school than in the high achieving school (53). It would appear, from these statistics that years of teaching experience per se is not directly related to high pupil achievement, assuming that the students all had a more or less equal ability to learn.

The crucial factors which discriminate clearly between the high and low achieving schools are associated with the pupils' family and the mobility of the families. For instance, more children in the low achieving school were born in the South or Puerto Rico than in the high achieving school (Table 1.17). About twice as many of the pupils' parents in the high achieving school were born in New York City, New York State, or in a northeastern State than parents of the low achievers (Tables 1.18 and 1.21). Examining the language spoken in the homes of

pupils (Table 1.24). At any one time in the low achieving school spoke a language other than English than in the pupils' homes of the high achieving school.

Differences in family mobility are shown in Tables 1.24 and 1.25. There is significantly greater family mobility among students in the low achieving school. For instance, 16 pupils in the low achieving school have lived in four or more different homes in the past six years. Only one student in the high achieving school had lived in four or more residences in the same time period. This high mobility is also reflected in the number of schools which these pupils have attended (Table 1.25). Fifteen students in the high achieving school had attended three or more schools, however in the low achieving school the comparative figure was 40 pupils. The impact of mobility on the parent-teacher relation is revealed somewhat in an analysis of the number of parent-teacher conferences held (Table 1.27). About five times as many teacher-parent interviews were recorded with parents of the high achieving school as among the parents of the low achieving school, the finding suggesting that more consistent teacher-parent relationships have occurred in the high achieving school.

Family mobility is one of the difficult obstacles which impede the work of the school. One would predict that this factor will be one of the very serious problems to be overcome in planning the new Middle School program. If high family mobility continues, efforts to improve pupils' academic achievement will be influenced negatively. In addition, this problem is particularly difficult for the schools since the school has little or no control over its resolution.

4. INFLUENCE OF TEACHER EXPERIENCE

The finding above relative to the influence of teacher experience suggests that the low achieving school had more teachers who were experienced than the high achieving school. This result appeared opposite to what was anticipated, and more evidence was needed in order to determine more clearly the influence of teacher experience on pupil academic achievement.

The first step of the procedure was to cross-tabulate years of teaching experience with pupils' reading readiness scores from the first grade. Arbitrarily, an experienced teacher was defined as one with five or more years of experience. Our purpose here was to determine if the students of the more experienced teachers were more retarded in reading readiness at the first grade than pupils of the less experienced teacher. If the more experienced teachers' classes comprised more students who were seriously retarded in reading readiness than classes of less experienced teachers, then any comparison of

the relative academic progress of their pupils would be somewhat misleading and irrelevant. Table 2.0 shows the pupils' reading readiness scores by years of experience of their present teachers, and it will be noted that more of the students whose scores fell below the 60th percentile were presently in classes of the experienced teachers. For instance, 89 pupils who scored below the 60th percentile were being taught by experienced teachers, while 73 were presently placed in classes of teachers who had four years or less experience. In interpreting the results reported below it is important to keep this fact in mind - that the more retarded students were apparently assigned to classes taught by the more experienced teachers.

Table 2.1 depicts pupils' present reading levels by years of teaching experience of their present teachers. Two conclusions may be drawn from the data shown in the table: a) that significantly more students reading on or above their present grade placement were taught by teachers with five or more years of experience; and b) that more students who were one or more years below grade placement in reading were presently in classes of more experienced teachers.

The two conclusions cited above are also applicable to the pupils' present spelling achievement (Table 2.2), results from the New York Spelling Test (Table 2.3), and the three subtests of the Metropolitan Achievement Test (Tables 2.4 to 2.6). For example, 140 pupils in classrooms supervised by teachers with five or more years experience were one or more years below grade placement in spelling, while 110 pupils in classrooms supervised by teachers with four years or less experience were one or more years below grade placement in spelling. However, more than twice as many students taught by the experienced teachers were one year or above grade level in spelling than pupils of less experienced teachers (Table 2.2).

Since more of the relatively retarded pupils selected for inclusion in this investigation are being taught by experienced teachers, it is important to note that despite this fact the pupils of the more experienced teachers apparently made greater academic progress than pupils being taught by less experienced teachers. These results imply, therefore, that if the new Middle Schools can be staffed by experienced teachers (experience being defined arbitrarily as five years or more experience), pupil academic progress ought to be

D. INFLUENCE OF PUPIL'S PLACE OF BIRTH

In the comparison between the highest and lowest achieving schools and the relation of achievement to pupil place of birth, it was reported that more pupils in the high achieving school than in the low achieving one were born in New York or

a northeastern state of the Union. The question naturally arose: What is the relation of pupil achievement to pupil place of birth in the five schools? Figure 5 shows the pupil reading level in all five schools according to pupil place of birth. Statistics on reading level were available for 564 of the 600 students studied, there being no information for 36 students (See Table 3.0).

FIGURE 5

PUPIL READING LEVEL AND PLACE OF BIRTH

<u>Place of Birth</u>	<u>Below Level</u>	<u>On or Above Level</u>
N.Y. or a Northeastern State	153	279
Other places	59	71
Totals:	212	352

The Chi-square test was applied to these data to determine if there was a significant relationship between place of birth and reading level. Chi-square was equal to 2.3, which suggests that for the 564 students there was no significant difference in present level of reading for those students born in New York or a northeastern state and those born elsewhere, including Puerto Rico.

It is interesting to note that the above conclusion is not applicable to results from pupils' math scores. Figure 6 below is based on Table 3.11, and shows the place of pupil birth and his percentile scores on the New York Math Concepts Test. The results of this table may be somewhat misleading since only 233 of the 600 students had taken this test at the time these results were collected. The results indicate that 91 of the 233 students (36%) scored at the 60th percentile or above on this test, 83 of the 91 students being persons born in New York or a northeastern state.

FIGURE 6

PUPIL PLACE OF BIRTH AND MATH ACHIEVEMENT PERCENTILE SCORES

<u>Place of Birth</u>	<u>Scores below 60th Perc.</u>	<u>Scores Above 60th Perc.</u>
N.Y. or Northeastern	109	83
Other Places	34	8

The Chi-square test was applied to the data presented in Figure 6 and equalled 9.3. A Chi-square test of this magnitude was significant above the .01 level of probability, and indicated that the pupils born in New York or a northeastern state scored significantly higher in math than did students who were born in other areas of the country or outside the country's continental limits. Why there should be this difference between performance in reading and math among those born in the northeastern states as opposed to elsewhere is a matter for future research and speculation.

Table 3.1 presents pupils' places of birth and their present level of spelling achievement. Of 438 students born in New York or a northeastern state, 143 (33%) were below their grade placement in spelling. However, of 126 pupils born elsewhere, 97 (37%) were one or more years below grade level in spelling. Thus, there appears to be a negative relation between academic achievement and place of birth other than the northeastern states.

Since so much has been said by educational specialists and other social scientists in the past few years about discrepancies in the academic performance of Puerto Rican migrants to New York City, it is interesting to compare recent Metropolitan Achievement Test scores of pupils born in Puerto Rico and those whose birthplace was New York City. Three separate comparisons were made, these being shown in Tables 3.6 to 3.8. Figure 7 reveals reading comprehension scores of pupils born in New York City as opposed to

FIGURE 7

READING COMPREHENSION SCORES OF TWO GROUPS

	<u>Below Reading Level</u>	<u>On or Above Level</u>
Born in New York City	180	252
Born in Puerto Rico	29	6

those whose birthplace was Puerto Rico. A far greater percentage of the Puerto Rican born students scored below level for reading comprehension than did pupils born in New York City. The same result is applicable to the vocabulary and average level scores of the Metropolitan Achievement Test. For instance, in the vocabulary subtest only 6 Puerto Rican born pupils scored above their grade placement while more than four times as many scored below (see Table 3.7).

Student place of birth is a factor beyond the control of educational authorities. Since Puerto Rican-born students do possess distinct problems, it would appear that special efforts will have to be made in the new curriculum to compensate for their deficiencies.

E. THE LANGUAGE SPOKEN IN THE HOME

Figure 8 below indicates pupils' present reading levels, and the language spoken in the students' homes. The results are striking and very significant statistically: almost twice as many students

FIGURE 8

LANGUAGE SPOKEN IN THE HOME AND PUPILS' READING LEVELS

<u>Language Spoken</u>	<u>Percent Pupils below level</u>	<u>Percent Pupils on or above level</u>
English	29%	71%
Spanish & others	56%	44%

from homes in which a language other than English was spoken were one or more years below present grade placement in reading than students from homes in which English is spoken (see Table 4.0).

Performance of pupils from non-English speaking homes is lower than students from the English-speaking homes in spelling (Table 4.1), reading readiness at first grade (Table 4.2), and the various measures and tests of academic achievement recorded (Tables 4.3 to 4.11). In fact, differences in performances between these two groups of students on number and math concepts were as great or greater than differences in performance on verbal abilities. For instance, Figure 9 presents the percentage of students from homes in which English and other languages were spoken, and their respective percentile scores on the New York Math Concepts Test (see Table 4.11). Only 14 percent of students

FIGURE 9

LANGUAGE SPOKEN IN THE HOME AND PERCENTILE SCORES ON THE NEW YORK MATH CONCEPTS TEST

<u>Language Spoken</u>	<u>Percent Scoring Below 60th Percentile</u>	<u>Percent Scoring Above 60th Percentile</u>
English	51%	49%
Spanish & others	86%	14%

from homes in which a language other than English is spoken achieve scores at or above the 60th percentile; whereas among those whose language at home is English, 49 percent scored at or above the 60th percentile. The question needs to be asked: What special

curriculum approaches and adaptations should be employed to help the non-English speaking pupils to achieve high level academic standards?

F. ACADEMIC ACHIEVEMENT AND INDICES OF MOBILITY

Three indices were used to measure mobility of the students' families, these being the year the pupil entered New York City schools, the number of residences listed in his Cumulative Record, and the number of different schools attended by each pupil as of June 30, 1966. The three indices were analyzed separately and will be discussed independently, however it should be noted that number of schools attended and number of different residences are very closely interrelated.

Tables 5.0 to 5.11 summarize the year pupils entered a New York City school and the relation of this variable to eleven indices of pupil achievement. Most pupils presently in the upper primary grades were enrolled in New York City schools in the years 1959 to 1961 (see Table 5.0). To assess the influence of length of time enrolled on scholastic achievement, the sample was divided into three groups as follows: a) those who entered school in 1961 or before; b) those who entered in 1962 or 1963; and c) the late enrollees, those who entered between 1964 and the present school year.

Figure 10 shows the percentage of pupils above and below grade

FIGURE 10

YEAR ENTERED NEW YORK CITY SCHOOLS AND READING LEVEL

<u>Year Entered</u>	<u>Percent Below Reading Level</u>	<u>Percent On or Above Reading Level</u>
1958 - 1961	39%	61%
1962 - 1963	32%	68%
1964 - 1966	41%	59%

level in reading organized according to three time periods. The figure is based on results of a study conducted in 1966. There is no consistent finding regarding reading achievement and year of enrollment. For example, 68 percent of the children who entered the schools in 1962 and 1963 were reading at or above grade level, however among the most recent enrollees, only 59 percent were presently on or above their grade placement in reading. The earliest enrollees scored below those registered in 1962-1963, some 61 percent presently reading at or above grade level. Presumably, it may be that there is a higher percentage of slower children and those who have failed among the earliest enrollees.

The pupils' spelling level and year of enrollment are presented in Table 5.1. An examination of the table reveals that a relatively high percent of the most recent enrollees were below grade level in spelling as compared to earlier enrollees. Also, there does not appear to be any significant difference in spelling level among those registered in the period 1958 to 1961, and in 1962 to 1963, although those enrolled at the later period had fewer pupils below grade levels in spelling.

Figure 11 is based on Table 5.8 and shows the year students

FIGURE 11

YEAR ENTERED SCHOOLS AND AVERAGE GRADE AND TEST SCORES

<u>Year Entered</u>	<u>Below Average Grade</u>	<u>On or Above Average Grade</u>
1958 - 1961	178	178
1962 - 1963	57	115
1964 - 1966	1	17

entered the New York City school system and their average grade subtest score on the Metropolitan Achievement Test (see Table 5.3). The distribution of these data is very much like that reported above for reading and spelling. The Chi-square test was applied to these data to determine if there were any significant statistical differences in average grade scores by year entering school. The Chi-square sum was 3.0 (two degrees of freedom), which indicates that there were no significant differences between students entering school during the three time periods for this subtest. One may conclude that the year the students entered the school system per se was not significantly related to pupil scholastic achievement.

A second index of mobility is the number of separate residences listed in each pupils Cumulative Record. It was noted previously during the comparison between the high and low achieving schools that number of pupil residences was a significant differentiating factor. The specific problem to be answered now is whether number of residences is in fact inversely related to pupil academic achievement. In the analysis which follows, a comparison will be made between students for whom only one residence is listed, as opposed to those pupils for whom two or more residences were indicated.

Tables 6.0 to 6.11 include all the basic data relevant to number of residences and its relation to pupil

academic achievement. Figure 12 is a summary of six analyses of pupil performance for those pupils with one, and those with two or more residences listed. The specific measures reported in Figure 12 comprise reading and spelling levels, Part II of the Math Concepts Test, the New York Growth in Reading Test, the average grade subscale score from the Metropolitan Achievement Test, and the New York Math Concepts Test (Upper Elementary). In each case, the pupils with one residence listed scored higher than students with two or more residences.

FIGURE 12

NUMBER OF RESIDENCES AND PUPIL ACHIEVEMENT SCORES

<u>Test Results</u>	<u>One Residence</u>	<u>Two or More</u>
1. Reading level:		
% below grade level	27%	45%
2. Spelling level:		
% below grade level -	25%	35%
3. Math Concepts (II):		
% below 60th Percentile -	50%	63%
4. N.Y. Growth in Reading:		
% below grade level -	11%	15%
5. Metropolitan Achievement:		
% below grade level -	41%	64%
6. New York Math Concepts:		
% below 60th percentile -	45%	70%

It should be noted that students with one residence listed had significantly higher scores for five of the six tests, the exception being the New York Growth in Reading Test. However, even in the latter case, students with two or more residences listed did poorer than pupils with one residence. It should also

be pointed out that the differences in performance in math are even more significant than differences between the two groups in performance on verbal and language materials.

Closely related to the number of pupil residences is the time index of mobility, the number of schools attended by the students since enrollment in the New York City School System. The relations between pupil achievement and number of schools attended are shown in Tables 7.0 to 7.11. Figure 13 represents a comparison on six achievement factors for those pupils who have attended only one school during their school career, and those who have been registered at two or more schools in New York City.

FIGURE 13

NUMBER OF SCHOOLS ATTENDED AND PUPIL ACHIEVEMENT SCORES

<u>Test Results</u>	<u>Attended One School</u>	<u>Attended Two or More Schools</u>
1. Reading level:		
% below grade level -	27%	33%
2. Spelling level:		
% below grade level -	27%	31%
3. Math Concepts, II:		
% below 60th Percentile -	41%	43%
4. N.Y. Growth in Reading:		
% below grade level -	7%	15%
5. Metropolitan Achievement:		
% Below average grade -	22%	29%
6. New York Math Concepts:		
% below 60th Percentile -	41%	43%

The results of the influence on achievement of attending more than one school are very similar to the results of multiple residences. The children who had attended only one school obtained higher

scores as a group for all six measures of academic achievement than did the children who had attended two or more schools. The differences between these two groups of students were greatest in the area of reading skills. For instance, 155 of 211 students were presently reading on or above their present grade placement (See Table 7.0). However, among the group of pupils who had attended two or more schools, only 208 of 371 pupils were presently reading on grade level. The differences between groups in this case was statistically significant at the .001 level of probability.

Mobility from these results is therefore a very significant factor which retards pupil achievement. It is inversely related to every measure of student scholastic achievement utilized in this investigation. Mobility will be a very difficult problem to resolve in the setting up of the new Middle Schools since the school, as a social institution, has little or no control over pupil movement and changes in school enrollments in the community.

VI. LIMITATIONS OF THE STUDY

This study possesses several limitations which the reader ought to know in order to interpret accurately the results reported above. First, the major prediction criterion of the investigation was limited to pupil achievement. Other criteria may be equally as important, such as the quality of school administration, the quality of teacher-child relations, and the quality of teacher-parent relations. The prediction criterion employed herein is quantitative, not qualitative.

Secondly, since the data were electrically programmed to relate variables independently to measures of achievement, it is almost impossible to ascertain the interrelations among variables. If, for instance, a child's family moves frequently to different neighborhoods, the child will have several residences and will probably attend several schools in those neighborhoods. However, the exact interrelations between number of schools attended and number of separate residences was beyond the scope of this study.

Finally, the results of the investigation are reported in terms of the relationship of variables to pupil achievement criteria. Relationships and correlations, no matter how significant, do not necessarily imply causation. The causes for the differences in pupil achievement, and the interrelationship between these causes, should be a matter for future research.

VII. SUMMARY

The purpose of this study was to analyze some factors associated with pupil scholastic achievement. The schools and the pupils in the study were selected by District Superintendents in their respective boroughs. The study was coordinated by the Coordinator.

The sample comprised 117 pupils, selected at random from the fourth, fifth and sixth grades. The standard error of the sample was $\pm .105$, which suggests that chance and measure errors were well below normal statistical expectations. Five clerks were trained in sample selection, procedures, and collected the data from pupils' Cumulative Record Cards. The sampling procedure employed insured a random sample by grades, each student in each grade having an equal opportunity of being selected. Information was secured about 67 variables concerning pupils' school, family and his academic performance. All data were card punched and processed electrically.

The major results of the study may be summarized as follows:

1. The students general level of achievement in reading, spelling and math were below national norms slightly, since 50 to 60 percent of the pupils were on or above their present grade placement for these skills.

2. Comparing the school with the highest scholastic achievement and the school with the lowest, differences between the two were in the areas of their respective ethnic group proportions, the socio-economic level of the schools communities, and the mobility of pupils' families. In the high achieving school, there was a lower proportion of non-whites, the neighborhood had a higher income, and the pupils' families were significantly less mobile.

3. Years of teaching experience were only indirectly related to high pupil achievement since apparently the more difficult children were assigned to the more experienced teachers. However, the results suggest that pupils of experienced teachers made relatively greater academic progress than pupils of less experienced teachers.

4. Pupils who were born outside the northeastern United States and those in whose homes a language other than English was spoken scored significantly lower on achievement tests than those students born in this (the northeastern) area, and who were from homes in which English was spoken.

5. Comparing student academic achievement by grades, it appears that as students advance from the fourth to the sixth grade, their scores on achievement tests become lower.

6. The most salient factor affecting scholastic achievement inversely appear to be family mobility. Those pupils who had lived in several homes and had attended two or more schools scored significantly lower on achievement tests than students from more stable home backgrounds.

A number of specific suggestions are included in the report. It is hoped that the results of the study will provide some useful insights for those responsible for organizing the new Middle Schools.

APPENDIX B

EVALUATION OF CURRICULUM TASK FORCE REPORTS

I. Suggested Specialist Guidelines

II. Task Force Reports *

- # 1. The Aural-Oral Study of Language
- 4. Committee to Articulate Science and Mathematics in the Elementary Schools
- 5. Adapt Grade 5 Elementary Science for Use in the Experimental Intermediate Schools
- 8. Civil Liberties - Civil Rights - Human Rights
- 9. Independent Learning: Some Organizations, Schemes and Materials
- 11. Preliminary Curriculum Guide Home Living
- 14. Typewriting Grade 5
- 16. Individualization of Instruction
- 18. Learning through Laboratory Experiences
- 21. Multi-Media Resources for Training
- 23. Fundamental Skills: Tools for Learning
- 24. An Evaluation of the Performing and Creative Arts

* The missing Task Force numbers represent curriculum reports that were not available to the evaluation staff at the time this report was prepared.

CENTER FOR URBAN EDUCATION

MIDDLE SCHOOL CURRICULUM EVALUATION PROJECT

SUGGESTED SPECIALIST GUIDELINES

B-1

Dr. Charles M. Long
Brooklyn College

The middle school curriculum materials produced by the Board of Education Task Forces under the general leadership of Dr. Joseph O. Loretan, Deputy Superintendent of Schools, and which were delivered to the Center for Urban Education on July 13, 1966 will be evaluated against the philosophy and objectives of the middle school curriculum project as described and listed in the 'Board of Education of the City of New York Project Description (ds-4/25/66)". These are:

1) "The curriculum will aim to develop the insights, understandings, and new appreciations essential for the competent living of the under-privileged child in a great urban center. Emphasis in all curriculum areas will be placed on growth in human and social relations that contribute to an understanding of the worth of all people. In each curriculum area, the emphasis will be placed on developing in disadvantaged pupils, at an earlier age than before, the understandings inherent in each subject discipline. Emphasis will be on meeting individual needs, learning to study effectively, and achieving a substantial degree of competence."

2) "To develop a new, more effective curriculum designed to meet the needs of a high percentage of disadvantaged pupils, grades 5-8, living in a great urban center."

3) "New curriculum in the following areas will be developed by curriculum writers, teachers, supervisors, and consultants to meet these needs," in mathematics, science, foreign language, typewriting, English-language arts, history and the social sciences, art, music, urban living, industrial arts and health education.

1. The curriculum development process used by the Task Forces

- ☐ Did teachers play a vital role in the process?
- ☐ Were the materials tried out in classrooms?
- ☐ Was attention given to the developmental tasks and needs of middle school age children?
- ☐ Was attention given to the communities?

2. The organization, depth and breadth, of the content to be taught.

3. The appropriateness of the content, including concepts, facts and learning activities for (1) 5, 6, 7, and 8th grade children, and (2) children from disadvantaged areas.

4. Provisions for providing teachers with the instructional supplies and equipment which would be needed to implement the curriculum.

5. Provisions for implementing the curriculum:

- a. Pre-service and in-service preparation of teachers.
- b. Preparation of principals and supervisors needed to provide the help and support which teachers will need.

- c. Individualizing the programs to more adequately meet the needs of children from disadvantaged areas.
- d. Provide needed special services, including consultants, transportation, etc.

6. Provisions for innovations in curriculum and teaching.

7. Adequacy of primary sources, including pilot projects, research, and bibliographic sources of curriculum materials.

TASK FORCE REPORT #1 - The Aural - Oral Study of Language

Submitted by: Arthur T. Allen
Assistant Professor of Education
Brooklyn College

In planning a curriculum or even a course of study, four questions that must be answered:

- a. What educational purposes should you seek to attain?
- b. What educational experiences can you provide that are likely to attain these purposes?
- c. How can these experiences be effectively organized?
- d. How can you determine whether these purposes are being attained?

These questions are not systematically tackled in this document. They are implied indirectly in the developmental activities suggested. There is not an underlying curriculum rationale presented except for an outline treatment in the Overview of the Aural-Oral Study of Language and in a latter section on Scope and Sequence for K-12 Curriculum. These sections of the document should be re-organized and much more attention given to what we now know about urban children and their needs, and learning styles especially for children from disadvantaged areas. The objectives as stated in this document are definable if one recasts them for himself, but they are too comprehensive in scope, and do not include a clear statement of priorities for middle school age children. The results and recommendations of curriculum projects sponsored by nationally-oriented groups in the English language arts are not included as such, although the general changing emphasis in the field of oral-aural instruction is taken into consideration by the members of this task force.

Two other limitations are: an early and continuous assessment of

individual potentialities and achievements of pupils in the field of study are not recommended for the classroom teacher to pursue, and there is no provision for individualized programs based on what we already know about children who are not attaining greater facility in spoken language.

The absence of a clearly defined theoretical framework is the major weakness under criterion number one. There is no undergirding curriculum rationale or process that supports the numerous instructional procedures listed under the suggested developmental activities.

The Organization, depth and breadth, of the content to be taught

The organization of learning experiences within the framework of concept, sub-concept, aims, motivational activities, developmental activities, and culminating activities suggests only one style of teaching, - the "developmental lesson" approach. Shouldn't other styles of teaching aural-oral language study in English be employed? Isn't this preliminary report advocating too consistently only one major road to learning in the field? Shouldn't we help urban youngsters to escape from this constant drone of instruction so they can really learn something about the aural-oral study of language? Vigorous trial and experimental comparisons of alternative ways of teaching and achieving the desirable goals should be mentioned in a guide such as this one especially at this time when so much re-thinking in the psychology of learning is under-way.

National colloquy in the English language arts is focusing on the newer concepts from many disciplines in their search for a truly up-to-date working knowledge of the structure of a discipline - This proposal

recommends throughout a concept based approach to teaching aural-oral language study which is commendable. The contributors over-rely on the acceptable and more time honored concepts that have already been agreed upon by most academicians in this field (e.g., speech is a dynamic process, p. 27ff). The writers do not deal with recent linguistic findings that are now available. Granted that the findings are tentative at best, it still behooves the curriculum builder to study the findings for the purposes of adding content, eliminating content, or at least noting the changing emphasis. The curriculum must undergo close and continuing re-evaluation, in the light of new knowledge. This emphasis is not reflected in the document and not at all included with the concept-speech is a dynamic process. The document is incomplete here and does not include the means for effecting change in content in this field, when we know that change is needed. The task of the curriculum writer in this field is to re-cast the new knowledge for purposes of teaching. The concepts included do possess breadth but lack depth of treatment. The appropriateness of the content, including concepts, facts and learning activities for (1) 5,6,7 & 8th grade children, and (2) children from disadvantaged areas

The distinctive feature of this work is its extensive listing of imaginative learning activities that will help to realize the goals cited. A wide variety of approaches are suggested, many of which, are interesting and challenging to inquiring minds. The learning activities are suggestive and not restrictive although carefully structured for use by the classroom teacher. A wealth of material is included which comes directly from the mass media which older children are bombarded with today. The learning material, comprising the suggested activities, is timely, appealing, and applicable to this age group. The enterprising teacher would be able to identify the more appropriate learning activities for use with

his particular group of learners.

The concepts to be learned by the children are not founded in a body of facts, and understandings. This reviewer would question the manner in which the pupils are expected to learn the concepts because the outline suggested would overemphasize deductive reasoning. Nowhere is it spelled out that pupils should also be expected to arrive at the desirable concept through inductive reasoning. The learner should be able to support a concept or generalization by means of inductive reasoning. Teachers would be greatly tempted in the use of this guide to cite the concept first without helping pupils to discover the concept through inductive teaching. To employ effectively the strategy of a concept based curriculum such as this is, teachers would need assistance in helping boys and girls to reach the more advanced levels of thinking in the hierarchy of learning. This is not treated whatsoever in the document.

There is a gap here between what is to be learned conceptually and how it is to be taught. The learning activities imply what is to be taught, but there are not too many explicitly teaching styles or methodologies recommended for the functional learning of the concepts.

Here is where a curriculum rationale would assist the teacher in closing the formidable gap between the intent of this curriculum guide and what actually happens in the classrooms. There is a need for a tightening up of the proposal in this respect.

The writers do not suggest per se the learning activities for children from disadvantaged areas but do include a wide array of alternatives from which the teacher can choose. The teacher would have ample freedom to select the more appropriate learning activities for his particular group of learners. Possibly the learning activities are too middle class oriented, and more focus should be placed on non-verbal manipulative materials that

would elicit greater response from children who are finding the acquisition of American Standard English difficult to attain. This is an area that should be explored more extensively by the committee.

Provision for providing teachers with the instructional supplies and equipment which would be needed to implement this curriculum:

This topic is most adequately handled on pp.81-97 emphasizing the use of audio-visual resources and methods. The up-to-date discussion of multi-media resources applicable to this field is most adequate and noteworthy.

Provision for implementing the curriculum:

No specific provisions for implementing the curriculum with pre-service and in-service teachers, or principals and supervisors are included in the document. Also, there isn't any indication of individualizing the proposed curriculum to more adequately meet the particular needs of children from disadvantaged areas.

Provisions for implementing the curriculum:

This is not at all considered in this particular proposal (see comments under criterion number two). It appears to this reviewer that the proposal under consideration is largely a re-casting of former curriculum guides in this field. It is entirely too topical and the extensive employment of the listing of statements, especially under the section of "Scope and Sequence for K 12 Curriculum," is a definite shortcoming. This proposed guide is too much of a compilation of scattered ideas that are not handled by means of a unifying theme or framework upon which the teacher is able to attach himself securely. It is too loose and the fragmented approach does not allow the reader to grasp definitively the underlying assumptions basic to the guide.

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Adequacy of primary sources, including pilot projects, research, and
bibliographic sources of curriculum materials:

Some primary resources are included in the bibliography and only a few research studies from programmed learning in speech are listed. Bibliographic sources of curriculum materials are cited frequently in the body of the report.

TASK FORCE REPORT #4- Committee to Articulate Science and
Mathematics in the Elementary Schools

Submitted by: Belle D. Sharefkin
Assistant Professor of Education
Brooklyn College

A structured sequence of articulated science and mathematical concepts can be a valuable reference for teachers, research and curriculum workers. The science and mathematics concepts developed in this draft indicate the potential value of such a reference. Additional testing and rethinking are needed in order to make it a guide.

1. Additional experiences which articulate mathematics and science should be explored and tested at all levels of the curriculum without sacrificing concept development in science or mathematics. For example:

- a) Including science concepts not currently in curriculum.

Page 76 indicates that mathematical meaning and use of equations can be articulated to science formula developed in work with levers (which is not in the curriculum.)

- b) Including measurement approaches tested in Professor Clifford Swartz' experimental program, Quantitative Measurement in the elementary school.

Some examples:

- 1) Comparative study of graphic data
(Heat conduction in Solids) (6th grade)
- 2) Measurement of the strength of various
points on a magnet (Graphical representation
of the strength of a bar magnet from end to end)
(5th or 6th grade)

2. Experiences utilizing metric system and time and measurement devices should be introduced earlier in math and in science curricula.

3. There should be classroom testing of the degree to which mathematics may be introduced in science and what science topics can be used to develop or enhance the teaching of mathematics for different levels of sophistication. For example:

a) Contrived or poor examples should be excluded.

1) Page 128 indicates a set of elements based on materials in which elements are found; aluminum in pots and pans, carbon in wood and paper.

2) On Page 102 the following is given as an example of the union of sets: One glass of water is added to one glass of alcohol the resulting volume is less than two glasses. Obviously there is interaction of alcohol and water.

3) On Page 39 it is indicated that musical instruments can be made by using a tightly stretched rubber band (science concept) and that generalizing the relationship between the length of rubber band and the pitch of the sound is the mathematics concept. Separating these makes for a contrived approach to teaching.

b. Materials and clarity of directions which help demonstrate a science-mathematics relationship need to be tested.

1) Page 63. For the science concept that slanting rays produce less heat, the suggested mathematics concept in that slope of angle affects temperature. What type of materials will help demonstrate this quantitatively? Should a distinction be made between heat and light?

2) On Page 68, "A handle makes it easier to use a pencil sharpener, faucets", is the science concept. "Measure the distance around a doorknob and compare with distance around the shaft," is the corresponding mathematics concept. This calls for a doorknob which has been removed.

3) Page 69 should indicate available materials such as an egg beater and a toy set of gears from which children can discover the relationship between number of teeth and number of turns a gear will make.

c) Should science formulas be used in mathematics without adequate development of science concepts?

1) Page 108, the use of formulas to calculate amperage is given:

$$(heat) I = V (volts)$$

R resistance in ohms

This can lead to confusion and misconception about amperage. In like vein, children cannot understand resistance unless they understand amperage and voltage.

- 2) On Page 125, the science concept that a propeller pulls a plane through the air calls for a discussion of the "direct ratio between the number of spins of the propeller to the speed of the plane." This may be misleading since the speed of the plane depends on the speed of rotation of the propeller and the angle of the blade.
- 3) On Page 126, in a discussion of atoms, the corresponding mathematics topic indicates a writing of formulas such as H_2O , $NaCl$, $C_6H_{12}O_6$. It is superficial without an understanding of the number of atoms in a molecule or of valence.

TASK FORCE REPORT #5 - Adapt Grade 5 Elementary Science for Use in
the Experimental Intermediate Schools

#5-1

Submitted by: Belle D. Sharefkin
Assistant Professor of Education
Brooklyn College

The following recommendations consider the objectives, content, materials and resources, methodology and teacher training, and evaluation to be an integral part of curriculum change.

I. THOSE RELATED TO OBJECTIVES

There is a need to develop an overall inventory of objectives for the intermediate school program. A set of such objectives would give direction to the content, skills, and appreciations to be developed, methodologies to be employed, and needs in teacher training and evaluation.

II. THOSE RELATED TO CONTENT

A) A tentative mapping of the major topics, concepts and subconcepts derived from the above objectives would be helpful in organizing, testing and experimenting with different grade sequences, and providing for greater flexibility in the curriculum. These topics could be drawn from an assessment of the conceptually based current curricula, topics tested in experimental curricula, and new directions at the high school level.

B) Content could then become one part of a two-way grid; the other part indicating the science abilities and methods of inquiry to be emphasized. For example, how can knowledge about soil improve food supply? Children can suggest and refine procedures to collect data including use of controls, record keeping, and interpreting and graphing data.

C) Greater flexibility in the use of topics is desirable. The topic of the senses might well be considered in the fifth grade. More time could then be spent on treatment of electricity in the 6th grade.

D) A variety of mathematical aspects and quantitative approaches should be included in the text or as enrichment in the Science Draft as well as in the Science and Mathematics Draft. For example, children might explore the number of images formed by one object in front of two mirrors forming a 120 degree angle, 90 degree angle, 60 degree angle, etc. and find the relationship between fractional parts and number of images.

E) The value and interest of some topics and concepts should be classroom tested for the soundness with which they can be developed. For example:

1. Is the topic of internal reflection and the study of the critical angle (on Page 68) too difficult and does it have practical application?
2. The lack of conceptual tools in the study of chemical changes may make for a sense of magic or develop misconceptions rather than scientific concepts.
 - a) The use of baking powder on Page 252 does not develop an understanding of how the reaction occurs other than that CO_2 is liberated.
 - b) The reason for the bleaching of a fabric by chlorine (Page 254) is not the release of oxygen but rather that the chlorine atom is an oxidant.
 - c) The heating of wood (Page 227) is a complex phenomenon with many changes occurring and numerous products.
 - d) On the other hand, some of the topics and techniques used in chemistry can enhance childrens' appreciation of chemistry: The purification of water by running it through sand; the recovery of salt from a salt solution, the desalinization of sea water.

3. Enrichment study topics should aim to broaden understanding of scientific principles and the tools of science. For example: The study of weather is an opportunity to study the principle of the thermometer, different types of thermometers and humidity gauges.
4. The limits of concept development should be probed or indicated. For example, the difference between mass and weight might indicate that while one's weight may differ on the earth and the moon, one's mass is constant. On earth they may be considered equivalent.

III. THOSE RELATED TO DEVELOPMENT OF RESOURCES AND MATERIALS

A) Appoint a Task Force to:

1. Explore and utilize reading and science materials developed by experimental programs, commercial firms, publishers and quality science writers.
2. List reliable and educationally sound resources such as special visits to laboratories, science institutions, displays.

B) Appoint a Task Force to develop and test materials for ease of use, effectiveness for developing concepts and promoting methods of scientific inquiry, insuring safety, and providing applications.

For example:

1. The making of all parts of a motor mentioned on Page 38 is apt to be a difficult and frustrating task for a large group of fifth graders.
2. The internal reflection experience on page 68 dealing with critical angle calls for a specialized shallow tank and carefully guided observation.

3. The Foucault pendulum experiment on Page 122 needs a specially designed pivot to eliminate friction, care in setting the pendulum swinging in the correct direction to avoid misconceptions about the direction of the earth's rotation.
4. In counting stars on Page 125, reproduction of photographs might be helpful.
5. In the construction of an ellipse, supplementary applications might be included such as the tilting of the water in a glass.
6. An actual display of an air conditioner mentioned on Page 215 might help pupils understand how it works.
7. In using the percussion can on Page 214, an enclosing container might be used to impress the pupils with the need for safety.
8. Pupils should become aware of the value and use of commercial materials such as alligator clips in making electrical contacts, weighing scales, springs, etc., in the context of studying special topics.

IV. THOSE RELATED TO METHODOLOGY AND TEACHER TRAINING

While there are many ways to learn science, the classroom laboratory under the guidance of a specialist offers the opportunity for guided discovery and problem raising approaches to promote the use of methods of scientific inquiry so frequently neglected or difficult to achieve in lectures, discussion, and published material. The following might be emphasized in a Practicum type seminar where on the job performance is an integral part of the training program.

- A) Development of brief evaluation procedures to assess pupil knowledge of topic which teacher is preparing to teach.
- B) Values and limits of the discovery approach. For example:
 - 1. Provide pupils with materials to discover and record ways to make a light work can be productive for generating discussion, for developing concepts about circuits, switches and conductors.
 - 2. Provide materials for a construction experience for discovering the principles of a periscope. (Page 64)
Exploration, guided when necessary, can result in discovery of parallel placement of mirrors at a 45 degree angle, and analysis of how to fix mirrors in position to see above an obstruction, how light is reflected, etc., and drawing a diagram model.
 - 3. While this approach is time consuming and more suited to development of some topics than others, it can develop courage and skill to explore alternatives.
- C) A problem raising demonstration of parallel and series circuits can be used to promote observations, raising of hypotheses, and procedures to test the differences in these circuits and developing inferences about resistance.
- D) Encouragement of a variety of responses and investigations will extend the development of scientific attitudes and individual exploration. For example:
 - 1. Encouraging pupils to make telegraph sets from different types of equipment.
 - 2. Encourage pupils to develop their own record keeping procedures.

3. Undertake investigation suggested by them or experimental programs such as Professor Clifford Swartz' program, Minnemast, Elementary Science Study Committee.
- E) Encourage divergent as well as convergent thinking. For example, instead of telling pupils about the wave and particle theory on light, ask pupils to invent a model to explain how light travels. These can be checked with current theory.
- F) Time should be allotted for individual or small group guided investigations which may result from problems raised in reading, laboratory sessions, or individual interest.
- G) Teacher training programs should promote not only a greater familiarity with materials, and understanding of objectives of science education, but an interest in classroom research.
 1. Selected references should include source books on materials and resources, methodology and approaches, and types of evaluation.

V. THOSE RELATED TO EVALUATION

Sound curricular development depends on short and long range feedback.

- A) Some short range feedback should be concerned with determining gauges and research needed for assessing:
 1. What pupils can do as result of the study of a given topic?
 2. What laboratory problems and approaches are most effective with disadvantaged, advantaged, science oriented children?
 3. Use of materials mentioned under materials and resources.
 4. Types of new content suited for grade 5.

B) Long range feedback should be concerned with:

1. Procedures for informal appraisal of the use of the methods of science by teachers and pupils.
2. Changes in attitude and interest on part of pupils.
3. Comparison of different teaching approaches with disadvantaged, advantaged slow, bright for a specific topic.
4. Comparison of curricula differing in their conceptual approach. For example, use of an intensive conceptual schemes curriculum as opposed to a more eclectic or block type program.

TASK FORCE REPORT #8 - Civil Liberties - Civil Rights - Human Rights

Submitted by: Don O. Watkins
Assistant Professor of
Education, Brooklyn College

I. PURPOSE AND OBJECTIVE OF GUIDE

It seems incredible that in 1966 in the United States we still need struggle to secure justice and dignity for millions of oppressed and disinherited in our land, and that "backlash" and "white backlash" are realities to be reckoned with in political campaigns. But this is where we are. Thus, the attempts of the New York City school system to infuse education from kindergarten through high school with concern for civil liberties, civil rights and basic human rights are necessary, indeed crucial.

Evidence from studies of the attitudes and opinions of a cross-section of United States youth indicate a lack of understanding of and commitment to some of the fundamental principles and procedures established in the United States Bill of Rights and developed over the past 175 years ("Sweet Land of Liberty", H.H. Remmus and R. D. Franklin, Purdue University, 1960. "Teaching the Bill of Rights in California", J. Wilson McKenney, Saturday Review, March 19, 1966, p.68). Discussions with social studies teachers and chairmen indicate that New York City youth follow the national pattern. Consequently, this curriculum guide is a needed step in a desirable direction -to seek to infuse the education of children with learning experiences that explore the principles and procedures of civil liberties and civil rights in the United States and elsewhere, and that provide children with the will to implement the principles in their behavior.

The stated purposes of the report seem appropriate:

- 1) To enable the education of children and youth to become perme-

ated with learning experiences that lead to "good human relationships".

2) To provide teachers with "basic concepts and materials which can be integrated into the over-all curriculum."

3) "To engender pupil commitment to the principles of democracy".

These purposes may be appropriate, but they raise certain questions:

1. Do "good human relationships" result from studies of and exploration in the content of civil liberties? One of the implicit assumptions of this guide is that they do. However, research in the social sciences does not support this assumption. Yet, the Task Force makes no suggestion that its assumption be tested experimentally, or evaluated in any way.

2. It may be helpful for teachers to be provided with basic materials. None of us are walking libraries. But do college graduates -teachers- need to be provided with "basic concepts" in the area of civil liberties and civil rights? Perhaps. If so, is it reasonable to expect them to "integrate in the verbal curriculum" effective learning situations for children to learn the concepts? The Task Force suggests that teachers must handle controversial issues. This seems essential. Is it likely that teachers will be able to do this if they are just now learning the "basic concepts" from the sketchy presentation of them in this curriculum guide? Will they be able to bring "sober and thoughtful approaches to all issues"?

If teachers really do need to learn the basic concepts in the area of civil liberties and civil rights from reading this guide, even including the glossary appended to it, then the liberal and professional preparation and continuing education of teachers needs to be radically

changed.

3. Is it possible to "engender pupil commitment to principles of democracy" and also encourage students to search for truths, openly, fully and freely? For some the answer is, yes. Indeed, some advocates of democracy assert that the latter is an essential element of democracy. This reviewer would agree. It is not clear that the Task Force does. Many if not all the suggested learning experiences are structured in ways designed to elicit preconceived conclusions. For example, several such experiences are to lead students to conclude that cultural diversity has advantages. Nowhere is it suggested that students may want to consider disadvantages of cultural diversity. Yet, an open exploration might reveal some. Even if it did not, students, in the search for truth, should be encouraged to explore the question openly.

In addition to the closed position of many of the suggested learning experiences and materials, the Task Force states, "In a democratic society, truth is the result of the competition of ideas in the market place". This seems to be a rather dogmatic assumption about truth. Does it contradict the belief that students should search for truths openly, fully, and freely?

In addition to the three broad purposes of the report explicitly stated by the Task Force, a fourth is implicitly indicated and placed in the report -to help citizens take action in accord with democratic principles. In relation to this, understandings, attitudes, and decision-making are the focus of much of the content of the guide. Whether many of the suggested learning experiences will help teachers and students achieve this purpose is moot.

4. Learning Experiences and Materials

According to the Task Force, "...Study of civil rights and civil liberties should permeate the entire curriculum if it is to be more than just another requirement for graduation." Yet, the impression one receives from the "suggested learning experiences" is that of a hedge-podge of separate daily lessons. With the exception of one "open-ended unit on civil liberties" the learning experiences seem to be isolated lessons about the subject rather than a series of sequential and/or related experiences designed to establish a frame of reference within which children would be coming to grips with the problem of human relations throughout the school year.

Individual and group decision-making and problem solving in dealing with public issues are essential features in a democratic society, yet very few of the suggested learning experiences are concerned with either of these processes.

The utilization of powers to secure individual and group goals has been and is now important in our society. But the learning experiences in the guide do not encourage children and youth to explore this area of our social life. There is much stress on constitutional protections and guarantees. But one wonders why there is little attempt to help students examine the social dynamics that have developed and reinforced discrimination against Negroes (for just one of several possible examples) in spite of the Constitution. Will children gain much of relevance from the study of liberties and rights if such study is "purged" of considerations of power?

In general, the suggested experiences seem designed to get children to learn about civil liberties or to feel good about persons, where

racial, religious, ethnic and/or cultural origins are different from their own. There is considerable emphasis on cooperation and good will. There is very little attention to the role of conflict in the struggle for rights and justice, especially in recent history. Fourth and fifth grade children are not too young to learn that some people have much power and others have little, and in practice, to the former accrue more of the "blessings of liberty" and rights than to the latter. This is a central issue of our time, and "feeling good" about persons who are different from oneself or "knowing" the advantages of cultural diversity does not inevitably correct the imbalance in power.

The Task Force stated that behavioral outcomes should result from the study of civil liberties. Yet, among the dozens of suggested learning experiences only one proposes that children enter the community to gather data for the purpose of reaching conclusions or taking action.

Social science research on behavior and behavioral change provides little evidence that behavior is affected by study confined to learning content or acquiring knowledge about a subject.

The Task Force stated that the guide does not stress "facts and traditional concepts". However an examination of the suggested learning experiences seems to stress both. "Prepare a floor talk", "make a report", "analyze the quotation", "discuss the role of", "look up the meaning of", "prepare a poster for" (any one of a number of 'special' days and/or weeks) are the primary methods suggested to the teacher. And note that nearly all of the learning experiences are confined to the classroom or the library. In addition, all three lesson plans presented in the guide are the traditional developmental plan so ubiquitous in the social studies classes of New York City. Is it likely that innovation will

emerge out of such suggestions?

A word or two about the learning materials. Some seem excellent for the purposes intended. Especially good are the cases in "Who Was Right? What Do You Think?" One trusts that teachers will develop more such cases.

Some materials seem well beyond the level of beginning middle school children (e.g. Some questions in the poll titled "Where Do You Stand on These Civil Liberties Questions") Perhaps this is unavoidable in a guide designed for the entire city by persons who are not elementary school educators. And one hopes that teachers will adapt the guide to their own students.

For teachers to adapt a curriculum guide they need to be creative and willing to innovate. Even the most creative and willing are helped by fairly complete references to source material. This guide provides a good start for teachers who need and want to go to additional sources. It would be helpful to have more references to sources that contain more complete bibliographies. The list of civil rights agencies also seems to be incomplete. All of the official, traditional and "safe" ones are included. But there are no references to any of the hundreds of voluntary associations that have developed recently in New York City, and elsewhere, out of efforts to deal with present problems in the area of civil liberties and civil rights. One wonders, for example, why EQUAL and SNCC are not listed.

The bibliography for children is somewhat disappointing. There are only two references to books published during the Sixties. Since large quantities of books in this field have been written for children during recent years, one wonders if the Task Force believes that none

of it is worth noting.

Several years ago two researchers in human relations, Trager and Yarrow, demonstrated that children "learn what they live". The impression left by the guide under review is that the Task Force assumes that children live what they learn. Certainly there is some truth in this. Yet the guide would be more effective if it were infused with the insights of Trager and Yarrow.

Of the several purposes of the report, this reviewer would suggest that the fourth one is the most crucial. Decision-making and action on public issues should be an outcome of teaching and learning, especially so in social studies and particularly in the areas dealt with in this report. Schools ought to enable students to learn not only how to make intelligent decisions, but to learn where the sources of power are in our society and how people may effectively mobilize and utilize power to achieve their purposes. This is important for all persons in a democracy. It is absolutely essential for children and families living in poverty. People who have been deprived of full access to the institutions of our social structure need to learn, in our public schools, various ways to gain that access.

It is well that the Task Force gave some attention to this purpose. Perhaps it would be more helpful to teachers if the attention had been explicit and more sharply focused throughout the report.

Though the comments thus far have been largely questioning and critical, it should be pointed out that in toto the report is a welcome departure from some of the past guides in the social studies. The focus on concepts and general themes should enable teachers and their students to grapple more effectively with the central issues of our time.

A brief postscript on "purpose" seems in order. The report was prepared for the total system, not for teachers of the "disadvantaged". Thus, it cannot be evaluated in terms of its effectiveness for any particular group of children. Yet, the explicit and implicit purposes of the report are appropriate for teachers of "disadvantaged" children.

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II. THE CURRICULUM DEVELOPMENT PROCESS USED BY THE TASK FORCE

In developing a guide that is to be utilized at various ages and grade levels throughout the school system it would be desirable to have a Task Force that is broadly representative of the system. The Task Force on Civil Liberties is not. Though the guide was prepared primarily for the fifth and sixth grades in intermediate schools, no elementary school teachers were on the Task Force. Further, the acknowledgements indicate that none was significantly involved in the development of the guide at any phase of the process.

As yet this curriculum guide has not been tried out in classrooms. There are at least two references which state that some of the suggested materials and "learning experiences" have been "used successfully" by classroom teachers. But no research evidence is provided to support this contention. Thus, other than by hunch, there is no way to ascertain how effective this guide may be when used by teachers who apparently had no part in its development.

Perhaps the absence of elementary school teachers on the Task Force is one reason why little attention seems to have been given in the guide to the developmental tasks and needs of Middle School-age children. One can open the guide to any of the lists of suggested learning experiences and note several items that seem to ignore the nature of eleven, twelve and thirteen year old children. For example, one such item (page 85) proposes, "Have a student report to the class on democratic provisions of the Northwest Ordinance (1787) in American history and the Magna Carta (1215), the Habeas Corpus Act (1679) and the Bill of Rights (1689) in English history. The report should stress the ideas that our

rights have a long evolutionary history and that the English experience was a background for the American experience." To what extent do fifth and sixth grade children have a concept of time that will enable them to understand "a long evolutionary history"? The need for this age group to explore and test their own ideas seems not to be encouraged when students are told what hypotheses or content their reports should stress. One wonders to what extent the needs of children are met if they are to be the agents of teachers, presenting material from the point of view of the teachers, or in this case, the view of the Task Force.

A parenthetical note here about content. How is the hypothesis that "our rights have a long evolutionary history" verified if nothing since 1787 is included?

Teachers should have been brought into this curriculum development process at the outset. The nature and needs of Middle School children should have been more carefully considered by the Task Force. Certainly before this "preliminary guide" becomes the guide, teachers and children need to be involved and considered in its development.

III. CONTENT

A strength of the guide is concept and thematic approach to content. Teachers are encouraged to deal with situations within the context of broad concepts and topics. For example, situations that may be seen as race relations do not become separate and isolated entities. Rather, they are seen within the framework of equality, due process, the evolution of human rights, etc. and the Task Force attempted to present civil rights and civil liberties as a web that runs through our society, rather

as
 than disparate elements. In addition, though the guide does tend to become ethnocentric in places, there is some attempt to see our liberties and rights in the context of man's historical struggle to achieve them throughout the world.

The United States is not always the "good guys". Others' achievements and our failures are presented as appropriate content for examination. A most healthy sign. It is important for teachers to be encouraged to explore these social realities with children. The Middle School age child is much concerned with integrity and hypocrisy. It is well for teachers to accept these concerns in any consideration of civil liberties. The early adolescent becomes increasingly aware that our principles are not our practice. Teachers who pretend otherwise become objects of scorn of the students, and social studies instruction becomes unreal and irrelevant.

The topics selected by the Task Force for the guide are central to any curriculum intended to deal with the broad area of civil liberties. The discussion of these topics does properly emphasize the widely-varied ethnic, racial, religious, national and cultural origins of the United States population (interestingly enough, there is little or no reference to white Protestants). However, this reviewer does have some comments and questions relative to the breadth and depth of the content.

The major emphasis in all of the topics is on the Federal level of government and especially the Supreme Court. Certainly the Federal government has been and is an important factor in the area of civil liberties. Yet, for most of us in the daily round of life, the local government and local institutions are more important. How the local laws and courts handle absentee landlords charged and convicted of housing

violations is of greater immediate concern to the tenement resident than the Fourteenth Amendment which forbids states to "deny to any person within its jurisdiction the equal protection of the laws." Brown vs Board of Education (1954) was and is of utmost significance, but the struggle for desegregated schools over the past decade in New York City is at least as important to the children, teachers, parents, and taxpayers living in Canarsie, Harlem, and the other community areas of the City.

In short, the topics are handled too formally and legalistically to suggest the vibrancy, vitality and dynamism that was part of the historical and is central to the contemporary struggle for liberties and rights.

The content is at times remote not only because of its legalism, but because of its geography, as well. That is, very few situations refer to New York City, except in a positive way. For example, Call Them Heroes, booklets of biographical sketches of New Yorkers from various social, ethnic, religious and national backgrounds, who have become ^{are} leaders, referred to as examples of showing that opportunity exists in the city for people from all groups. But no references are made to the patterns of employment in some New York City business and industry that reveal the relative absence of Negroes in the middle and upper job levels.

Many references are made to violations of rights in the South, particular southern states, and in some foreign countries. There are few, if any, references to the historical fact of the exploitation of immigrants and the continued exploitation of Negroes and Puerto Ricans in New York City. A guide for New York City teachers and children

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certainly is inadequate that does not include the City significantly in the discussion of liberties and rights.

One of the most controversial topics in the area of civil rights is not even suggested, and should be. For the past several years the concern of some individuals and organizations, both private and government, has been to establish not only equality of opportunities but to create social conditions that will enable relative equality of results. Some of the discussion about quality, integrated education is essentially about equality of results. The I.S 201 controversy demonstrates ^{the} this very clearly. Nor is concept of equality of results confined to educational achievement levels. The same kind of discussion and struggle is going on in the areas of employment and housing. Hopefully the curriculum guide will be revised to include this topic and concept.

Some of the content seems weak due to overgeneralizations and some of it is erroneous. There are many examples of both elements. Some are pointed out in the following paragraphs. The Task Force summarized several "broad objectives of the program" (pp 7-9). The first two seem to be grossly overgeneralized:

"1. to introduce the pupil to the concept of universality, to the fact that all people everywhere struggle toward human equality and the rights and dignity of the individual". I know of no social science or historical research that could substantiate the statement that it is a "fact that all people everywhere..."

"2. To introduce the concept of inalienability, the fact that rights are not given by one regime subject to the withdrawal by a subsequent government".

The history of mankind reveals clearly that rights are given and

withdrawn. And the Fourteenth Amendment to the U.S. Constitution assumes that certain rights (including that of life) may be deprived people through "due process of law".

The Task Force states (p.8) "that we can only enjoy rights if we assume the full responsibilities of citizenship". Is this really true in the United States? Do only those who assume full citizenship responsibilities enjoy rights? The evidence does not suggest so. And of course if it were true then it is not true that "human beings have rights because they human..." Yet this is another generalization of the Task Force.

When the Task Force's "Key Generalizations" (pp. 10-12) are examined, an undifferentiated mixture of facts, beliefs, hopes and normative judgments are revealed. Yet they are called "basic concepts... relating to individual rights and liberties." The intelligent teacher certainly will challenge some of the "Key Generalizations". If they don't, one would hope that the pupils do. Perhaps the Task Force would do well to try to provide substantiating evidence for each concept listed. At least, the generalizations should be presented in a manner that indicates that they are not all of the same order, i.e.g. "Human beings live in groups" is a fact substantiated by anthropologists. This does not mean that they may not be individuals living completely isolated lives. "Each individual human being is entitled to respect and dignity as a human being" would seem to be a belief.

Throughout the guide readers will note other overgeneralizations and undifferentiated discussions. The overall impression left with this reader is that the Task Force was intent on propagating a point of view and did not give sufficient attention to working out a thoughtful

presentation.

The errors can be easily corrected and perhaps should not even be noted in this type of review. Nevertheless, some of them reveal a lack of awareness that one does not expect to find in a curriculum guide prepared by professionals. These are noted:

1. p. 20,P.2. It is not the Elementary and Secondary Education Act of 1965 that authorizes the Commissioner of Education to establish guidelines for desegregation. The Task Force is probably referring to Title VI of the Civil Rights Act of 1964.

2. p. 27,P. 3. DeTocqueville wrote Democracy in America after his visit to the United States. It was first published in 1835.

3. p. 28,P. 2. There was not massive immigration at the "turn of the nineteenth century". Possibly the reference is to the latter portion of the nineteenth and turn of the twentieth.

4. p. 87, P.2. The conflict was between the Hack Bureau and the New York City Commission on Human Rights, not with the State Commission.

5. p. 207. "Lessons from the Harlem Riots." I have not heard the tape, but assume that it was riots in Harlem in 1964,not 1963, that was discussed.

The Task Force indicates that the rights contained in the Universal Declaration of Human Rights are not presently "guaranteed by any national or international organization." This may be technically correct. However, the Commonwealth of Puerto Rico had included these in her Constitution almost verbatim. Some were removed prior to adoption at the insistence of the United States Congress. It would be helpful, perhaps, if teachers and students in New York City learn that Puerto Rico

tried to guarantee the rights contained in the Universal Declaration.

As has been noted, generally the topics considered in the guide are the central ones in the area of liberties and rights. This reviewer questions the depth of the content. The essays for the topics are rather dull and more more importantly are not written at the level of college graduates. The reading level seems to be high school, perhaps college preparatory, not for average high school students.

Background essays may be desirable in a curriculum guide, but at more than an introductory level of thought. The danger is that the simply written, abbreviated discussion will become the extent of the "content" used by the teachers. Essays in a guide ought to impel the reader to further exploration by their provocativeness. The Task Force needs to test these out on teachers to ascertain whether or not they precipitate study in more depth.

As a substitute for sketchy essays on several topics, this reviewer prefers another approach. Perhaps the guide could include an exploratory, provocative essay dealing with the general area of liberties and rights. This essay would be followed by outlines for each topic that would include annotated, bibliographic references (for teachers and students) for each item in outline. It is assumed, of course, that many of the sources would be available in the school libraries.

Finally, there is a basic problem in exploring ideas in this field that needs to be dealt with by educators --that is, discussing people as members of groups. This problem is apparent in the guide being considered here.

For example, in some places Negroes are referred as "they". "They suffer the greatest unemployment. They are the last to be hired and the

The first part of the paper is devoted to a discussion of the
general principles of the theory of the structure of the
crystal lattice. It is shown that the structure of the
crystal lattice is determined by the arrangement of the
atoms in space. The arrangement of the atoms is determined
by the forces of attraction and repulsion between them.
The forces of attraction are determined by the electrostatic
forces between the positive and negative ions. The forces
of repulsion are determined by the forces between the
electron shells of the atoms. The forces of attraction
are stronger than the forces of repulsion, and therefore
the atoms are attracted to each other. The forces of
repulsion are stronger than the forces of attraction, and
therefore the atoms are repelled from each other. The
balance of the forces of attraction and repulsion determines
the equilibrium distance between the atoms. The equilibrium
distance is the distance at which the forces of attraction
and repulsion are equal. The equilibrium distance is the
distance at which the potential energy of the system is
a minimum. The equilibrium distance is the distance at
which the system is in a state of stable equilibrium.

first to be fired. They perform the unskilled jobs..." (p. 21).

In other places the achievements of individual Negroes are stressed. These are presented as outstanding people, and they are. The result of such discussion, however, is the projection of Negroes as a group from which a few have emerged as exceptions. Does this unintentionally reinforce a stereotype held by some whites, including some teachers, that the individual can "make it" if he just tries hard enough? And that the low socio-economic status of a large proportion of Negro citizens is really the result of shortcomings among Negroes, not related to discrimination and exploitation within the social structure.

TASK FORCE REPORT #9 - Independent Learning: Some Organizations
Schemes and Materials

Submitted by: Zelda Wirtschafter
Brooklyn College

I. RATIONALE AND THEORETICAL CONSIDERATIONS AS TO VALUE OF INDEPENDENT
LEARNING IN MIDDLE SCHOOLS IN DISADVANTAGED AREAS

Three of our most important school goals for all children in addition to teaching competence in the basic language and number skills, are:

- 1) To develop awareness of individual and group human worth and values;
- 2) To help children learn to structure and use their time productively, and
- 3) To help children learn how to conceptualize and solve problems.

It is generally agreed that the more we individualize instruction, the more children will be actively involved, and that to the degree children participate actively in their own learning, the more effective that learning will be.

Individualized instruction is ideally suited to the realization of these goals:

- a) provides many opportunities for recognition of individual achievements and group cooperative projects,
- b) provides time for children to work independently in self-selected areas,
- c) provides opportunity through use of basic source materials for children to discover relationships and develop concepts on their own, and
- d) provides increased time for teacher to give individual remedial help.

In working with children from disadvantaged areas, an additional goal emerges, i.e. the remediation of basic skills, particularly reading. The remedial problem is particularly acute in the middle grades, but many teachers are discouraged from individualizing instruction even though this is the very form of organization that would permit children to proceed at their own rates and at levels appropriate to their ability, and at the same time allow the teacher to give more intensive and individualized remedial help. However, as the Task Force Report #9 clearly states, "in no sense is the individualization of instruction to be equated with individual tutoring".(Cp. 3). Nor does its essence lie mainly in independent and small group assignments per se. Crucial to a successful program of individualized instruction is an underlying attitude and flexibility on the part of the teacher which supports and allows expression of individual needs and full range of individual learning styles. Example:

During an observation lesson in phonics with a first grade class, Tommy suddenly jumped from his seat, dashed to the alphabet chart and pointed to the "M" and then proceeded to "tag" all the words beginning with "M" in different parts of the room. He had, at that moment, suddenly realized what the relationship between letters and sounds was all about and, unable to articulate it verbally, needed to consolidate his discovery in a motor way. The observing supervisor, however, saw only a child popping out of his seat and commented that the child seemed to have "problems".

The theoretical discussion in Section I of the report needs to emphasize the importance of different learning styles, and would be greatly strengthened by the inclusion of more anecdotes illustrating com-

mon types of behavior: or which in this framework are perceived as "permissable" and constructive, rather than "bad".

Similarly, in discussing the assignment of tasks (Pages 4 and 9) it is important to emphasize that the formulation and assignment of these tasks should be based on cues from the children themselves, as individual questions and interests come out through discussion. Individual children may take the lead in suggesting directions for research, cooperative projects, etc. that the teacher can then capitalize on, thus making the learning process a genuinely joint enterprise between teacher and children.

Middle School age children are developmentally at a stage where strong dependence on and interaction with their peer group is extremely important and necessary to the fulfillment of developmental tasks, particularly as they are working towards independence from adults. This need is supported and aided by individual and small group organization of learning. In addition, this very need becomes a natural aid to the teacher. Slower children will often get involved in an activity through the stimulation of their classmates, whereas they see no relevance in teacher-directed study and often reject suggestions coming from the teacher.

In my experience, the single most promising line of attack on the problems of disadvantaged pupils in the Middle School lies in the direction of restructuring the use of time to provide large blocs for independent study, "laboratory" types of learning activities, and individual and small group instruction. To this end, the Task Force Report #9 materials on Independent Learning will make a valuable and much needed contribution.

In addition to the change of focus on curriculum as means, rather than an end in itself (page 2), individualized instruction also involves a crucial change in our concept or image of the teacher's role (see Pages 3 and 10), as well as in the traditional organization of the classroom and use of instructional time.

While the Report on Independent Learning can be of tremendous value in stimulating and helping teachers to move toward individualized instruction, it alone is not enough. In order for classroom teachers and school administrative personnel to feel comfortable with this new role, intensive in-service preparation and on-the-job support must be provided (preferably in the form of joint workshops in which both classroom teachers and supervisory personnel, principals, etc., participate).

Another problem which must be met is the interpretation of such a program to individual parents and the community at large. Whereas, in middle class communities, it is parents who often demand increased provision for individual and independent study, the parents in disadvantaged areas tend, generally, to have a much more conservative and traditional view of what constitutes "good teaching" and view innovations with the suspicion that the children are "playing" or that the teacher is not "teaching". Guidelines for interpretation need to be worked out based on preliminary discussion and pilot testing, in typical depressed neighborhoods, with parent groups, neighborhood organizations, community leaders, etc., and involving such groups actively and cooperatively at each stage of development. In this way a document will be produced that will:

a) accurately reflect the questions and possible reservations or objections the parents may have, and

b) be able to help teachers and principals deal effectively with these objections and explain and clarify the school's program in a meaningful way.

II. CONSIDERATIONS RE IMPLEMENTATION OF INDIVIDUALIZED INSTRUCTION IN CLASSROOM

The practical problems re implementing individualized instruction in disadvantaged area classrooms fall into two major groups, the first related to the disabilities of the children, and the other related primarily to administrative attitudes and pressures.

The most widespread effort to implement individualized instruction in the classroom has been in the area of individualized reading. Unfortunately, the individualized reading program (as well as other new curriculum materials based on individualized instruction principles) tend to be used only in the "bright" classes of each grade, so that the children who might well derive the greatest benefit from such a program are deprived of its advantages. The problem has been the failure to articulate in detail the kinds of problems that are likely to arise in "slow" classes from disadvantaged areas, and to give teachers practical suggestions that will enable them to plan for and deal with these problems before they become critical. There seems to be a lack of tolerance for what is, in effect, the "learning period" as children slowly learn to gain skills and independence. It is as if, when faced with a class of first graders who come to school not knowing how to read, the staff decides not to teach reading.

In this area, Task Force Report #9 makes a good beginning. The practical suggestions (pages 3 to 6) present extremely important and

valuable guidelines covering typical problems involved in beginning a program of individualized instruction. These guidelines would be even more helpful if each were followed by descriptive anecdotes from actual inner-city classrooms illustrating failures as well as successes, and including some situations in which what seemed to be failing actually turned out to be successful in terms of children's learning. This technique (in reverse) is used to good advantage in Section II, i.e. examples followed by discussion of implementing principles.

The sampling of programs is excellent with two reservations: The Dienes -Adelaide Math. Project (A-2) (page 10) and "Let's Look at First Graders (E), (Page 23). Both of these are again and as such, general overviews, not directly helpful to the classroom teacher. In addition, the first describes a program highly tied to a special set of materials not generally available to New York City teachers for class use, and the second, a first grade diagnostic program which has even less immediate relevance to the problems of a 5th, 6th, 7th or 8th grade teacher trying to evolve a workable program of individualized instruction.

Certainly, one of the aims of a report devoted to Independent Learning would be to help teachers become familiar with the many new curriculum materials that promote individualized instruction. This, would perhaps be better done in an annotated bibliography including a brief description of each project and most important where to write for more information and/or sample materials.*

* Some curriculum projects that should be included:
 ESI (Science, Mathematics and Social Studies)
 (David Page University of Illinois Arith. Proj.)
 Madison Project
 Cuisenaire
 Stern
 Dienes-Adelaide
 Minnemast
 MSGG
 Lore Rasmussen Math. Lab. (Learning Materials Inc.)
 Let's Look at First Graders

In addition, a list giving locations of various resource centers in the City where these materials can be examined first hand would be helpful. (MFY Curriculum Center, Bank Street E.R.C., Board of Education and District Centers, Ferkauf Center, etc.)

Section II-E could then be devoted to at least one or more examples of an individualized program in action, taken from anecdotal records, and focusing on typical disruptive behavior incidents and how the teacher (and/or children) dealt with them. This is extremely important as it is one of the most common problems teachers have when initiating individualized instruction.

III. SUMMARY

As a broad Statement of policy and general overview, the Task Force Report #9 deals positively with the most crucial issue in the upgrading of slum schools in general and the Middle School in particular. The sections addressed to the classroom teacher (Section I and II) contain valuable practical suggestions but they need to be expanded to include many more specific examples of the anecdotal type dealing with actual classroom situations, and focusing on the problems involved in individualizing instruction in depressed area classes.

In addition, if this type of program is to be implemented on a meaningful scale, intensive workshop sessions must be instituted for classroom teachers and even more important, for principals, assistant principals and other supervisory personnel, since it is in these ranks that resistance is in fact most persistent, although "lip service" is usually given to the value of individualized instruction "in theory".

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A supplementary guideline dealing with interpretation of the program to parents needs to be developed in cooperation with representative parents and community leaders.

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Task Force Report #11

PRELIMINARY CURRICULUM GUIDE

HOME LIVING

New York City Public Schools
September, 1966

Submitted by Marian V. Hamburg
Associate Professor of Education, New York University

The preliminary guide in Home Living reveals a thoughtful attempt to develop a new approach to curriculum for the Intermediate School children in the New York City Public Schools. It shows imagination in suggesting how the core subject area, Home Living, might provide for an integrated presentation of learnings from seven selected subject areas: Industrial Arts, Home Economics, Health Education, Consumer Education, Art and Music. What the Guide does is to provide an impressive listing of sequential "concepts and content", carefully labeling each listing with the name of its subject matter source. Despite the extensive listings, the Guide is incomplete in content, lacking in teaching suggestions and resources and somewhat confusing in its presentation.

Its effectiveness will depend entirely upon the skill and interest of the teachers who use the Guide, both during the testing period and afterwards. The crucial issue which I foresee is whether teachers can and will, in fact, be willing to take the additional time and exert the extra effort in planning and working together on a long term continuing basis to implement the suggestions in the Guide and complete the task of its development. Since the major strength of the Guide is its plan for inter-relating the contributions of a number of different subject areas through a general topic, it requires a team teaching approach. Only in this way can individual teachers' talents be used effectively

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to guide children toward the understanding of a natural progression of concepts undisturbed by the customary time delimitations for individual subject areas.

The Task Force recognized the necessity of team planning and suggested in the introduction that between 40 and 60 minutes a week be set aside for teacher planning under the leadership of a designated chairman. The success of the curriculum in action will rest upon the effectiveness of these sessions.

THE CONTENT

The curriculum content is divided into two major headings: (1) The Family As a Pattern of Group Living and (2) The Family's Role in Community Life. Under each of these is a wealth of related concepts logically presented and broadly conceived. There are many topics of particular relevance for today's urban youngsters, which have often been omitted from past curricula. Attention is given, for instance, to the changing roles of family members, unemployment, poverty and problems of housing in New York City, to name but a few.

The importance given to Consumer Education is excellent. The recent national School Health Education Study has shown Consumer Education to be an often neglected area of special need. Certainly, it has special importance for disadvantaged pupils.

Although the breadth of the curriculum is commendable, and the Task Force's willingness to include controversial areas such as moral and spiritual values and religion in family life, refreshing, there are some obvious omissions of content. Any guide concerned with home and family life should include content relating to human growth and development. Yet, this is almost totally lacking. Whether the Task Force lacked the ability or the authority to deal with this area is unknown. However, at every

grade level where there is reference to understandings relating to how life begins, grows and develops, this statement appears: "A special committee is studying this area." The question arises concerning the desirability of omitting such an obviously important part of the core topic. Any school tryouts, without the addition of this material, will be premature and incomplete.

Another controversial topic: Venereal Diseases, is also among the missing in this Guide. This too, is apparently by design, since a note under the heading of Communicable Diseases explains that a special committee is also considering this area. One wonders why Task Force #11 which represents a variety of professional competencies and experiences was unable to develop a complete guide.

Although Physical Education was not listed as one of the subject areas to be included in the Home Living Guide, it appears under a sub-heading of Wholesome Recreation. At each grade, beginning with Pre-Kindergarten, there is a list of types of physical activities, which includes games, stunts, individual and team sports. Since this will require actual physical participation, probably necessitating the use of special facilities and equipment and requiring separate scheduling, one wonders about the desirability of including it in the Guide.

Generally speaking, the curriculum content appears to be appropriate for children in the middle school years. Attention has been given to children's readiness at an ever earlier age due to much exposure to content through numerous communications media. Many examples may be cited of topics which are introduced at a much earlier grade level than has been customary. The study of the effects of the use of tobacco begins at the fifth grade. So the use of non-medical substances such as narcotics and other drugs. Including such topics at this point is consistent with the recommendations of many professional groups which have criticized schools for dealing with

such topics when it is too late.

THE ORGANIZATION

The organization of the content requires comment. It takes considerable study to determine the pattern and particularly to get an idea of how it will be put into practice. A condensed six page outline gives the general design. Following this is a greatly expanded outline that becomes quite confusing. The material is presented in two different formats: one for the fifth and sixth grades; the other, for the seventh and eighth.

For the two lower grades (5 and 6) the Guide includes nothing more than a listing of Home Living concepts. Beside each conceptual statement appears the designation of the subject area from which it derives. For instance:

a. Provisions within limited living space

Home Econ.	. . . Recognition of those activities requiring complete privacy
Ind. Arts	. . . Enhancement of existing facilities for privacy
Health Ed.	. . . Ways to share space for storing of personal belongings

While this method of presentation does serve to show contributions from all of the seven selected subject areas and to suggest how these learnings may be integrated as a part of one broad concept, it does not indicate how a teacher is expected to handle the material. If specialists in art, music, home economics and other fields are to be utilized in the fifth and sixth grade classrooms, it will be difficult to unify the way material is presented simply because of scheduling considerations. On the other hand, if the classroom teacher is expected to handle all of the classroom work, she may feel at a disadvantage in some of the specialized areas and require considerable assistance to do an effective job.

... ..

1. The first group of people who are interested in the study of the history of the world are the historians. They are people who are interested in the past and who want to know what happened in the world. They study the past in order to learn from it and to understand the world better.

The organizational pattern for the seventh and eighth grades is entirely different. One wonders if consistency might not be desirable. Why else a middle school? While here too is a listing of "concepts and content" it is presented strictly along individual subject matter lines, so that the entire scope and sequence for Art, for instance, appears separately. Presumably this is to provide specialized teachers in a departmentalized setting the entire scope of their own field. Each can also see the scope and sequence for other subjects being presented simultaneously by their colleagues.

One is conscious of an attempt to get depth into the curriculum, but some of this, at least, appears to be simply the presentation of slightly different aspects of the same topic at different grades. Having the same or similar topics appear at many grade levels not only limits the depth study of a particular problem at a single grade level, but also creates the danger of undesirable repetition. This is especially noticeable in the content for the seventh and eighth grades in two subject areas: Health Education and Home Economics. For example, the seventh grade Home Economics curriculum is focused on Getting along with the family, Recognizing the need to contribute to each other, etc., while the seventh grade Health Education curriculum is dealing with Qualities necessary for good relationships, Learning to cooperate, etc. This might be considered unnecessary duplication rather than desirable reenforcement.

Even within a single subject area there appears to be some over-emphasis of material. In Health Education, for instance, content on alcohol, tobacco, drugs and narcotics is suggested for every grade beginning with the fifth and continuing through the twelfth. Can this be justified?

GENERAL COMMENTS

The entire presentation, while interesting and different, is quite incomplete at this stage. It does not give a teacher enough guidance. Perhaps it is the intention to add more specifics that are developed during the tryout period. In its present form it would not be very helpful to teachers who had not participated in the Guide's development unless they have continuous guidance in applying it.

It lacks concreteness in terms of objectives. Outside of a statement that the curriculum is intended to bridge the gap from the old curricula to what is needed in the changing urban environment, there is no indication of what young people are expected to know, feel or do as a result of being exposed to any part of this curriculum.

There are no references that would be of significant help to teachers planning classroom learning experiences. The Appendix includes only excerpts from a variety of publications which serve to provide a philosophical framework and justification for the choice of the subject areas. These are significant, current and enlightening, but are not of the type to be useful to teachers.

Throughout the Guide there is only an occasional suggestion of an activity or a way of stimulating learning. One exception is the subject area of Industrial Arts at the seventh and eighth grade level which presents material as "Skills and Content", rather than "Concepts and Content" as is found in the other areas. The Consumer Education portion of the Guide also appears to present content in more concrete fashion.

There are parts of the Guide that are extremely labored, apparently reflecting the Task Force's compulsion to present a concept on a given topic at every grade, regardless of its suitability or need for emphasis. A good example is found in the plan for utilizing Art to develop under-

standings about Earlier Retirement. The concept from grade three through grade twelve are as follows:

Grade

- 3 The elderly enjoy visits to museums, galleries and special exhibits.
- 4 Many elderly citizens exhibit and/or sell their art.
- 5 Art skills and interests developed early in life can be pursued at any age.
- 6 Museums offer many opportunities for enriching leisure hours for adults.
- 7 Elderly citizens enjoy beautifying the surroundings.
- 8 Elderly citizens design useful articles for personal, family and home use.
- 9 Elderly consumers exercise aesthetic judgments in purchases.
- 10 Elderly citizens participate in family and community decisions relating to art.
- 11 Elderly citizens may attend adult classes and workshops in painting, ceramics, weaving.
- 12 Retired artists and art educators make contributions as critics, curators, or writers in the field of art.

The Guide is weak in primary sources. There are no reports of research and no bibliography.

Facts that will be needed for content areas are missing. Though they may be available from current Board of Education publications or other sources, their availability is not shown. Most teachers will need more than the statements of concepts in the Guide. A fifth grade teacher, for instance, might not "know the reasons for differences in body build or rate or growth", yet it is one of the concepts she is expected to include. A sixth grade teacher may not know how to go about helping students "learn about price ranges for various types and qualities of musical instruments", or "understand the need for insurance and how best to meet this need". Yet these are both in her assignment.

The real strength of the Guide is in defining an encompassing topic of importance to urban youngsters and in suggesting how seven subject areas can be inter-related in its presentation. This initial work shows much thought and deliberation, but should be considered only as a partial work, since it lacks so much material that teachers will need.

Putting the Guide to classroom use at this stage will be a most-time-consuming task requiring much in-service education, by extremely competent leadership.

There is a suggested plan for evaluation of the Guide during the tryout period. This plan is very general and will require considerable refinement. One cannot, as suggested, measure results in terms of objectives which are not specifically defined. Since some of these objectives are undoubtedly the change of attitudes and practices of children, these will require the development of measuring tools that are beyond the knowledge and skill of many teachers. Strong support from specialists in educational evaluation will be a necessity.

Submitted by - Charles M. Long
Associated Professor of Education
Brooklyn College

The evaluator is impressed with the soundness of the skill development program in typewriting. It is possible that an occasional authority might suggest a slightly different sequential pattern of learning experiences, but the preponderance of research with which the evaluator is acquainted would support the program as outlined in the preliminary end-of-the-year progress report (Curriculum Task Force #14).

The late Dr. Joseph O. Loretan, who deserves much credit for initiating these curriculum developments, asked this particular Task Force to prepare a program "carefully planned to meet the specific objectives of improvement of language art skills of our students within the framework of proven methodology of skill building for typewriting".

Proposals are, therefore, studies in terms of this charge to the Task Force.

Secondly, all curriculum materials prepared by the Task Forces were analyzed with the objectives set by the New York City Board of Education in the curriculum portion of the Middle School proposal (ds-4/25/66).

Although occasional references are made in the proposal to the improvement of language art skills, most of the report focuses on skill development in typewriting. In fact, specific attention to written communication skills and coordinating vocabulary of other subjects comes at the very end of the report and occupies no more than six or eight pages. One is almost compelled, therefore, to assume that the major reason for including typewriting in the curriculum is to start these children on the road to becoming good typists and that, after some degree of competence is achieved, the skill will then be used in other areas of the curriculum. Is this an educationally sound reason for offering typewriting at the 5th grade level?

In the introduction, the authors of this document referred to research which attests to the value of the "Talking Typewriter" as being "successful in developing the language skills of very young pupils without regard to the skill of typing".¹ While the "Talking Typewriter" is a far cry from any ordinary office-type machine, are there any language art skills which 5th grade youngsters might strengthen with such a machine even if they know nothing at all about typing?

Teaching typing in a class situation as a separate course introduces certain problems and difficulties when the teachers attempt to integrate this activity with other subjects. I suspect that skill development could take place as effectively with content drawn from the language arts as it does with the more or less specialized sterile content which is built into typical typewriting courses of study. It is possible, however, that typing teachers would not have the time and competence to gather content from the language arts, for example, graded, and build it into the skill development program. Furthermore, its relevance would be less by the time it finally found its way into such a program.

In addition, most typewriting teachers and authorities in the field would undoubtedly raise serious questions about permitting a beginner to use the "hunt and peck" system on an uncovered keyboard. Yet, that is exactly what is done when typewriters are made available in regular classrooms for the use of students. Authorities in the field would probably say that competence in the use of touch typing would be hindered if beginners started to use the machine as a tool before they had established skill in touch typing. On the other hand, a typewriter used in this faltering, clumsy way may become a real aid to the student as he is trying to get his ideas down in a form which he and others can more easily read.

¹Page 1 Curriculum Task Force #14 "Typewriting-Grade 5"

At this stage in the evaluation of this phase of the curriculum, the evaluator considers it more important to raise issues and questions rather than to attempt to convince anyone that a particular system or way of achieving the Board of Education's objectives of quality education in an integrated school is most desirable. A school faculty might, for example, invite two or three regular classroom teachers to sit down with a typewriting teacher to tussle with some of these problems.

Submitted by: Charles M. Long
Associated Professor of Education
Brooklyn College

The paper entitled Individualization of Instruction prepared by Task Force 16 presents a well authenticated, comprehensive discussion of theories and practices explored by educators over the years.

The paper contains some important ideas the implementation of which are long overdue. For example:

1. "Inflexible and homogeneous grouping for academic achievement has never been shown to facilitate maximum cognitive development."
2. "An over prescribed curriculum defeats provisions for individual differences." This evaluator would on the same premise suggest that centrally developed curriculum ideas and materials are dichotomous to the goal of individualized instruction in a large urban school system.
3. "The classroom atmosphere must encourage questioning, probing and discovery."
4. "The role of the teacher must be a relatively non-directive one stressing the understanding and guidance of each child's intellectual and emotional growth."
5. "Opportunities for non-teacher-controlled learning should be maximized."
6. "The effectiveness of individualization is measured by the increasing capacity of the student for self direction."
7. "The rating of students by school personnel should be kept at a minimum."

These very well expressed ideas are crucial to the development of individualized approaches to learning.

This evaluator is highly skeptical, however, that the process being utilized whereby such a report on individualizing instruction is developed centrally by a very small group to be eventually distributed to principals and teachers will effect much change in the directions suggested. Most professional personnel have in their preparation for teaching read and written similar (though perhaps less comprehensive) documents, yet even a minimal degree of individualization is not in widespread evidence.

From the experience of this evaluator, principals, teachers and other teaching personnel seem to need to themselves experience individualized treatment in their work situations in order to reflect the same in their teaching roles. Curriculum (in its broad definition) if it is the outcome of individual contribution to school staff planning for the children as the staff knows and understands them is in its making and unfolding individualized. It is individualized because 1. Curriculum decisions are being made in the place closest to the children and community concerned. 2. Curriculum decisions can be applied now in, as the Task Force Report indicates, a fast changing society where curriculum based on needs of people would change concurrently. 3. Children, teachers, principals, etc., see their own individual contributions in action which convinces them of their worth and encourages further expressing of their individuality.

TASK FORCE REPORT' #18 - Learning Through Laboratory Experiences

Submitted by: Charles M. Long
Brocklyn College

#18-1

"Learning Through Laboratory Experiences", the proposal submitted by Curriculum Task Force, Number 18 presents some very exciting ideas and innovations.

If, as this Report suggests, the Learning Laboratories described could be built into every Intermediate School physical plant, this evaluator could envision dramatic change toward the desired goal of gearing instruction to the needs of individuals living in a highly specialized society. The use of laboratories by individuals and small groups of children or by individuals and small groups of teachers seeking information or participating in creative projects gives one an exciting image of a new learning environment more conducive to the searching and discovery process. The concept of physical plant could contribute significantly to breaking through the "four walls" kind of learning which has emphasized a single teacher as the authority and the textbook as the major source. It has the further possibility of breaking through the highly academic approach often found in the totally self-contained classroom - one in which paper, pencils and books are the major and sometimes exclusive tools - by providing places where a great variety of media (wood, paint, clay, tapes, records, primary sources, etc.) are available with supporting professional help. In fact, unless these ideas are rapidly implemented in the new Intermediate Schools, the evaluator sees little chance of implementing the many fine curriculum innovations proposed - At least in the immediate future.

While the re-education of teachers, consultants and technicians is properly recognized in this report to be of major importance, the mere creation of these laboratories could be perhaps the most poignant force in that re-education.

We know that in the presently designated Intermediate Schools, few are

so equipped, and it is imperative that the Board of Education set a timetable for establishing these laboratories within the next eighteen months. The success of the entire Intermediate School Project depends on the immediate implementation of this Report.

The evaluator feels somewhat uncomfortable about the adequacy of the treatment given to two of these laboratories; namely Speech and Library. He urges that additional competent specialists in these two areas at least be employed to assure that the most modern ideas are incorporated. For example, in the Library, sound conditioned spaces would be needed where small groups of children could really grapple with ideas. Such activities often must be noisy to be efficient!

Submitted by: Sterling Rogers
Media Specialist
Educational Resources Center
Bank Street College

The guidelines set up for this evaluation recognize that special consideration should be given to the educational preparation of disadvantaged or underprivileged children in large urban centers. While "sound" curriculum and methodology are desirable for all children, there is some indication that more variety and specific innovation is required to accomodate the "disadvantaged" child. Emphases of such programs should cater to individual needs and assist these pupils to study effectively, and achieve with a substantial degree of confidence. Multi-media resources may be especially effective in such individualization and reinforcement in teaching.

This report is well presented but guves little assurance that it will be helpful to a significant percentage of classroom teachers. Further, it would seem to be highly appropriate that administrators and supervisors both at the school building and district level should be involved in planning. Specific limitations and/or potential problems ought to be explored so as to be dealt with before there is frustration on the part of the instructional personnel.

Development of the Guide

The development of this manual does not indicate specific participation of classroom teachers representing the various disciplines and reflecting the organizational structure of the school system. Members of the development group were at supervisory or administrative levels and have probably not been involved with the routines of instruction for some time; therefore their thinking may be expected to represent special interests related to, but not involved with the operational/functional aspects of curriculum implementation and training.

Supplies and Equipment

Standards or guidelines are nevertheless lacking for ratio of equipment to school population. These are essential to the TAVC as well as principals and superintendents who initiate the approved expenditure requisitions for their schools. Projected acquisition should be spread over several years. A reproducible chart with an accompanying sample work sheet might be included for this section.

A very good suggestion is included re mutual trades between schools in order to adjust for items in excess at one school but which represents need in another. The exchange of equipment (trade) between the schools would require considerable contact professionally between TAVC's. This has not been provided for in the manual.

Utilization

Nothing in this manual indicates a scheme which would lead teachers to a "forced consideration of" media as a means of improving programs for the disadvantaged. There should be within the implementation process a provision for making the TAVC and his services so attractive that he will be sought after to provide instructional support, and will not be subjected to resistance of teaching personnel to change.

What assurance is there that children will be permitted to use a range of devices and engage in a variety of activities which enhance their learning? Are oral-aural activities deliberately minimized in deference to visuals?

What is the assumption regarding the ingredients of any successful instructional program based on an experienced classroom teacher? Marginal educational experiences may leave many pupils, especially the disadvantaged, intellectually scarred depending on the exposure duration and development stage at which the child encounters this type teacher. Do teachers make discoveries re verbalization, for example, and as a result make use of media to

facilitate instruction and learning?

Specific procedure should be introduced to assure that field-generated ideas will be reviewed and initiated, and that acceptance or justification criteria will be developed, so as to foster creativity and sharing from the classroom ranks.

Submitted by: Charles M. Long
Associate Professor of Education
Brooklyn College

The Task Force is to be commended for the fresh, creative, and potentially helpful approach which it took to skill development. Only minor questions, perhaps, need to be considered regarding the four basic concepts which underlie the development of a curriculum of fundamental skills. Skills as tools, the mastery of skills, the spiral approach to the teaching of skills, and the integrating of skill teaching, constitute a sound basis for organizing the material. Although teachers certainly should do everything they can to help the child to "completely master the operation of these tools," few intermediate school children can achieve this objective even under the most ideal conditions. Mastery is probably a life-long process. More emphasis upon the developmental nature of this concept would be more in line with sound developmental theories of learning.

No one would disagree with "the concept of integration of skill teaching," but it is difficult to achieve in a departmentally organized school. While organizational patterns were not studied by this Task Force, the problem needs to be given serious attention by school faculties.

Identifying important skills and treating each one individually is an excellent way to approach the problem in a report. The Task Force undoubtedly recognized that almost any learning activity involves a complex of skills. Teachers seldom have the opportunity, - nor is it desirable or is it implied in this report - to take out one skill and work on it to the exclusion of other related skills. Here, again, is a problem which comes more properly in the implementation of this document. Yet, the evaluator would have felt more comfortable had the Task Force given more attention to this problem in the report.

One final concern needs to be brought to the attention of the school faculties who will have the responsibility for doing something about skill teaching. The excellent suggestions for teachers which are given throughout the report seldom touch upon the crucial out-of-school interests and concerns which face children in disadvantaged area schools. Perhaps they are implied but even suggestions to teachers in a report coming from the Board of Education often assume the authority of policy statements. To get at this concern in another way, the suggestions which were omitted may give the impression that activities relating to civil rights and school boycotts, for example, are not to be used as content for teaching fundamental skills. This statement leads the evaluator to raise an even more basic issue, namely, how functional should the fundamental skills be in the lives of children? The implication involved in this question does not imply that the mastery of skills in themselves is not "self-rewarding." This is, of course, true, but unused or little used tools tend to be quickly forgotten.

The report, which very properly was developed to be used as guidelines for teachers, should prove to be a most valuable "tool." Again, the Task Force is to be complimented. Their work should prove to be an invaluable source to school faculties.

Task Force Report #24

AN EVALUATION OF: THE PERFORMING AND CREATIVE ARTS

By Paul B. Williams

It is very refreshing in this world of mixed up values, where there is too much emphasis on speed, space and silver, to find a group of dedicated people who together forged a plan --hammered it out on the anvil of discontent-- for bringing into the lives of fifth and sixth graders a series of day-after-day experiences in creative and performing arts that will enlarge their lives not only as intensely interested viewers but also as participators on whatever level of skills they have been able to attain. As a plus value it may well help to preserve their sanity in a mad world.

GENERAL OVER-ALL EVALUATION

In the Board of Education City of New York Project Description of April 25, 1966 the following two paragraphs appear which have a particular application to The Performing and Creative Arts document.

1) "The curriculum will aim to develop the insights, understandings, and new appreciations essential for the competent living of the underprivileged child in a great urban center. Emphasis in all curriculum areas will be placed on growth in human and social relations that contribute to an understanding of the worth of all people. In each curriculum area, the emphasis will be placed on developing in disadvantaged pupils, at an earlier age than before, the understandings inherent in each subject discipline. Emphasis will be on meeting individual needs, learning to study effectively, and achieving a substantial degree of competence."

2) "To develop a new, more effective curriculum designed to meet the needs of a high percentage of disadvantaged pupils, grades 5-8, living in a great urban center".

There can be little doubt that this curriculum in the performing and creative arts, if carried out as indicated, would fulfill the Board of Education's hopes. The emphasis on the "underprivileged child" and the "disadvantaged pupil" is right and proper but it is also a good program for those whose socio-economic position is more favorable.

This program will certainly "develop insights, understandings, and new appreciations essential for competent living... in a great urban center" for all fifth to eighth graders, not just the disadvantaged and underprivileged. In fact it could be said that any fifth to eighth grader who doesn't live under this curriculum will himself be an underprivileged and disadvantaged person as he tries to live in our complex society.

ART

"Art is a discipline in its own right". This is a courageous statement and it is about time that there should be no apology for art.

The philosophical statements and the long-range aims are for the most part very satisfying. There is ample attention paid to developing "a sense of individuality, reliance on one's own judgment, and a respect for the uniqueness of each individual's art expression."

The inclusion of a provision, "for pupil growth by encouraging him to experiment, to create, to judge, and to evaluate his progress in art" is a good thing to see here. This, fortunately, has been balanced by the realization that skill is necessary in the development of a craft in art and provision has been made for it. Without craft, art becomes merely a dabbler's paradise, the results of which can be seen in all too many exhibition salons today.

The concept, "Thinking -seeing- doing are all parts of a continuous process" is much more appropriate to working in the discipline of Art than, "What is expressed visually may be described verbally". A verbal attempt may meet the same failure one experiences in trying to describe the Mona Lisa smile.

An individual chooses an art form as his medium of communication because his vocabulary of line, mass and color is superior to his vocabulary of words and because his confidence in his ability with a brush is greater than his confidence in his ability to speak.

INDUSTRIAL ARTS

This program is to "provide the children with their initial creative experience with the tools and materials of our industrial society and will give them similar opportunities to compliment many other activities related

to the performing arts." This is entirely laudable. I have taught stagecraft on the college level and have been appalled to see the number of students who were unable to make the most rudimentary use of hammers or saws and were unable to tell the difference between the function of a screw driver and a chisel.

It is also refreshing to note that this is not to be a system in which each teacher jealously guards the exclusiveness of his own area but instead welcomes an opportunity to contribute to the creative activities of the performing arts.

The units on skin drums and graphic arts are certain to be stimulating. One hopes that the job sheets will have a little more accuracy than the one on page 32 which shows a one-octave marimba with only seven bars.

DANCE

This section is very realistic in one respect and, seemingly, unrealistic in another.

The creators of the material on dance anticipate that it will, in all probability, be taught by a teacher not especially trained in dance. The whole structure of the curriculum, therefore, is set up in such a way as to accommodate such a teacher. This is fine and does not weaken the structure.

The amount of material included herein is staggering. There is enough to cover grades five through eight and perhaps longer.

I have seen a demonstration of the Betty Rowen approach and have watched how effectively it involves the youngsters. I could wish that every fifth grader going into the new dance curriculum could have been through Betty's program first.

This section is probably the most complete. It is a detailed road map and very exciting all the way.

CREATIVE DRAMATICS

If the guidelines of this curriculum are followed as drawn up, some of the pitfalls of existing extra-curriculum dramatics will be avoided.

The philosophy influencing the whole structure is sound and sensitive to the needs of the pupils. I have a particular fondness for "The need to adapt oneself to the art form is at once an experience and a discipline." I hasten to add that there is no lack of opportunity for the individual to exercise his imagination and to explore his own potential but it is always with the guidance of his teacher and his peers. It cannot, of course, be otherwise. A performer, by the very act of performing, is not in the best position to judge the nature of his performance. He must be dependant on the reaction of others to his acting.

While this curriculum does not pretend to use creative dramatics as a therapeutic device it certainly does provide excellent opportunities for character development and increased understanding of one's fellow man.

The materials presented here are stimulating and workable anywhere.

Let us hope that some public performance may be so well done which can remove the curse so often rightly pronounced over children's dramatics.

MUSIC

In the General Objectives two items are particularly admirable: "Love of music which results from a growth in skill and knowledge in handling the materials of music." This is the affection which has been stifled in many a child. Second: "Musical taste which results from an informed exposure to the finest music."

It is a relief to see that youngsters will be exposed to Bach, Beethoven and Tschaikowsky and it is hoped that when the exposure to Copland is effected it will not be to the outrage he wrote under commission for presentation at the Lincoln Center opening.

It is almost necessary to have most of the performing emphasis in music on singing at this level. Only long practice could make instrumental performance bearable and that is not practicable.

One looks for an indication that this curriculum would make a proper use of pupils who are taking private lessons. Is there an area of potential conflict here?

The materials presented here are very substantial and suggest that development over an eight-to-ten week period should be considerable.

Finally, let us hope that the introduction of patriotism into the program will not prevent the learning of a Pete Seeger song or two.

BUILT-IN BOOBY TRAPS

This plan, fine as it is, has some hidden problems in it. It must be viewed in relation to the environment in which it is expected to work. I do not suppose that I can uncover all of the unfavorable items in the program but I here call attention to some that occurred to me.

THE POPULATION

A high percentage of the children bearing the certificate of graduation from the fourth grade and entering the graduate school of the fifth grade will be more than a step away from the threshold where their teachers expect to meet them.

The reasons for this situation are several. In most lower group schools there has not, as yet, been a curriculum which would springboard

a youngster into the anticipated new curriculum. Parent support for such a curriculum has not, for the most part, been generated and this is partly because the cultural level of a majority of homes is so unimaginative as to preclude the idea of such a program. And I am not speaking yet of the "disadvantaged" and the "underprivileged". In this category there is not even the vocabulary to deal with the most basic creative concepts and in many instances there is a language barrier.

PERSONNEL TRAINING

Except for some offhand references to "language differences" I see little evidence that the plan takes into account the necessity for in-service and pre-service training. This would be essential in any case and particularly so in the New York City system which is not noted for encouraging the classroom teacher to exercise his imagination in the solution of problems even if he should be able to salvage a moment or two from his burden of clerical duties to do so.

L'ENVOI

If a benevolent climate can be provided for this curriculum in creative and performing arts it could be the beginning of a renaissance in the United States of America. It could mean the development of values so sorely needed. It could mark the end of bad drama, bad acting, bad music, bad painting and sculpturing for these can exist only when the people have no standards of their own. With the development of a sense of values the phonies will be dropped out and that is a consumation devoutly to be wished not only in the arts but also in politics, business, education and every other area of human endeavor.

A PROJECT TO DEVELOP A CURRICULUM FOR DISADVANTAGED
STUDENTS IN THE INTERMEDIATE SCHOOL (Middle School)

Appendix C

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